

All Grades and Content Areas

# TEST ADMINISTRATION MANUAL



2018-19

Wisconsin Forward Exam

# Wisconsin Forward Exam Test Administration Manual

Developed by  
The Wisconsin Department of Public Instruction  
Office of Student Assessment



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# Overview

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## PURPOSE OF THIS MANUAL

This document is designed to ensure the Wisconsin Forward Exam is administered in a uniform manner that is essential for the integrity of this testing program. Following the instructions in this manual ensures similar testing conditions in all classrooms, which ensures a valid and equitable test for all students.

To guarantee smooth implementation of the testing program, everyone who interacts with the assessments should become familiar with the contents of this Test Administration Manual (TAM) and other resources available on the Forward Exam Resources website.

The TAM has been redesigned for the 2018-19 administration. The majority of the TAM (including appendices) is information that pertains to test administrators/educators (TAs) and what they need to know and do, in order to successfully administer the Forward Exam. A new section has been added to the end of the TAM, the “DAC/SAC Administration Management Section”, specifically for District and School Assessment Coordinators. TAs do not need to do anything with this additional section.

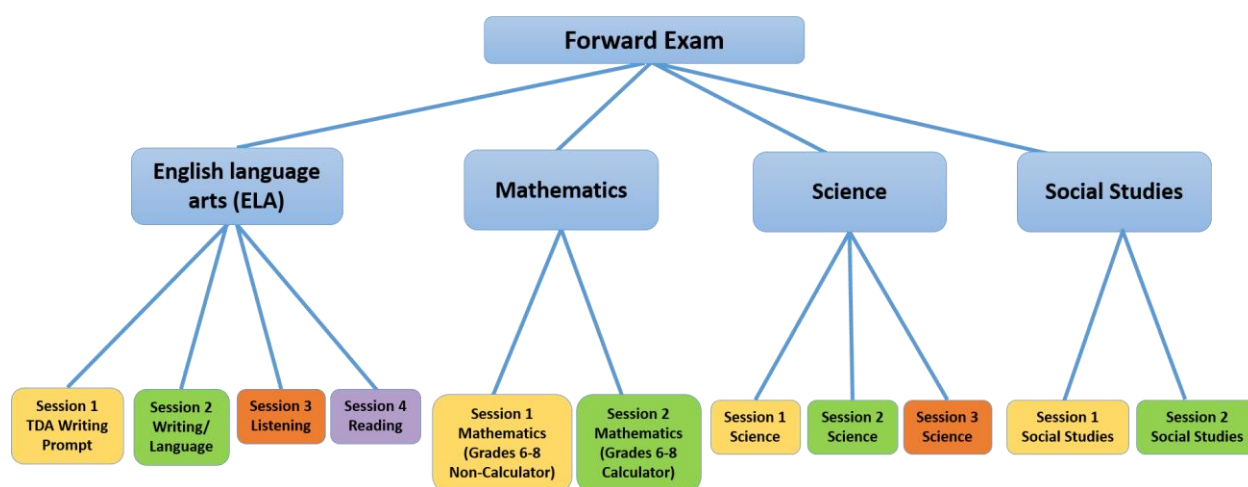
## ABOUT THE FORWARD EXAM

The Wisconsin Forward Exam will be used to gauge how well students are mastering the Wisconsin Academic Standards in English language arts (ELA), mathematics, science, and social studies.

Wisconsin students will take the Forward Exam at:

- grades 3-8 in English language arts (ELA) and mathematics,
- grades 4 and 8 in science, and
- grades 4, 8, and 10 in social studies.

## Graphic Overview of the Forward Exam



# Contact Information

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## FORWARD EXAM CUSTOMER SERVICE

Customer service representatives will be available to receive questions via a toll-free phone number and e-mail.

Wisconsin Forward Exams Support (800) 459-6530 <a href="mailto:WIHelpDesk@datarecognitioncorp.com">WIHelpDesk@datarecognitioncorp.com</a>
Support Line Hours: M-F 7:00 AM Central – 5:00 PM Central

## DEPARTMENT OF PUBLIC INSTRUCTION CONTACTS

For Forward Exam questions related to Wisconsin policies use the following information:

### General Forward Exam Information and Policies

Alison O'Hara

- Phone: (608) 266-5182  
Email: [alison.ohara@dpi.wi.gov](mailto:alison.ohara@dpi.wi.gov)

Jennifer Teasdale

- Phone: (608) 266-5193  
Email: [jennifer.teasdale@dpi.wi.gov](mailto:jennifer.teasdale@dpi.wi.gov)

### Data, Student Demographics, and Privacy Issues

Phil Cranley

- Phone: (608) 266-9798  
Email: [philip.cranley@dpi.wi.gov](mailto:philip.cranley@dpi.wi.gov)

### Test Security Issues

Duane Dorn

- Phone: (608) 267-1069  
Email: [duane.dorn@dpi.wi.gov](mailto:duane.dorn@dpi.wi.gov)

## District and School Important Contact Information

<b>District Assessment Coordinator</b>	Phone:
Name:	Email:

<b>School Assessment Coordinator</b>	Phone:
Name:	Email:

<b>District Technology Coordinator</b>	Phone:
Name:	Email:

<b>School Technology Coordinator</b>	Phone:
Name:	Email:

# Key Dates

For the most current dates, always refer to the [Forward Exam Calendar webpage](#).

Event	Date
<i>Accessibility Guide</i> available	October 1, 2018
<i>eDIRECT Guide</i> available	January 21, 2019
DAC Update Training- Recorded Presentation	January 28, 2019
NEW DAC Training- Recorded Presentation	January 28, 2019
Test Administration Training- Recorded Presentation	February 4, 2019
Student Tutorials available	February 11, 2019
Administrator Tutorials available	February 11, 2019
Online Tools Training available	February 11, 2019
Optional Add Accessibility Features Window in eDIRECT	February 11 – 22, 2019
Assign Individual Student Designated Supports and Accommodations in eDIRECT	March 4, 2019
Access to eDIRECT Test Sessions and Individual Student Information	March 4, 2019
<b>Forward Exam Testing Window</b>	<b>March 18 – May 3, 2019</b>
<i>User's Guide to Interpreting Results</i> available	TBD
Individual Student Reports (ISRs) and Summary Data available in eDIRECT	TBD
Hard copies of Individual Student Reports (ISRs) sent to districts	TBD
Public Reports available in WISEdash	TBD

# The Forward Exam Test Administrator

## TIP

As a general rule, one proctor for every 15 students is recommended.

A second staff member to provide assistance for log in and technical issues during testing is suggested.

## TA CHECKLIST

See Appendix A for Test Administrator Checklist

## WHO MAY PROCTOR THE FORWARD EXAM?

Test Administrators/Proctors (TAs) are trained staff (including administrators, teachers, and paraprofessionals) who are employed by the school or district. This may also include student teachers who normally have responsibility for supervising students. Parent volunteers are **not** allowed to proctor the examination. School personnel who are parents or guardians are **not** allowed to proctor their own children.

Prior to administering the Forward Exam TAs should:

- Read and become familiar with the information in this manual.
- View appropriate Forward Exam training modules such as the Test Administrator Training.
- Read the Forward Exam *Accessibility Guide* and become familiar with the proper use of universal tools, designated supports, and accommodations.
- Read the Test Security Manual and view the Forward Exam Test Security Training.

## TA RESPONSIBILITIES:

TAs are responsible for the administration of the Forward Exam to students. This includes (but is not limited to):

- Arranging the test environment
- Distributing and collecting test tickets
- Assisting students with log in and other technical issues
- Ensuring all supports and accommodations are provided to all students who should have them
- Providing directions to students and making sure students stay on task
- Ensuring all students in their classrooms take the Forward Exam
- Monitoring students during testing
- Maintaining the security of the exam by:
  - reporting any testing irregularities (cheating, use of an accommodation or support student should not have had, misadministration, etc.)
  - ensuring students are not using prohibited electronic devices
  - supervising students during breaks
  - preventing talking and sharing of answers

# Test Times

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## Test Times

**The Forward Exam is an untimed test.** The following are suggested testing times provided by DRC to be used only as guidance to assist with scheduling for the Forward Exam. It is important to remember that students may take more time or less time to complete the test based on effort and ability levels. To view a breakdown by content area and session of the suggested testing times refer to Appendix C.

Forward Estimated Testing Times (in minutes)				
Grade Level	ELA	Mathematics	Science	Social Studies
3	130	90	NA	NA
4	130	90	120	70
5	130	90	NA	NA
6	130	105	NA	NA
7	130	105	NA	NA
8	130	115	120	70
10	NA	NA	NA	70

# Test Security

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## CELL PHONES & SMART WATCHES

Unauthorized electronic devices are prohibited during testing. This includes all devices with cellular, messaging, or wireless capabilities.

## IMPORTANT

For test security purposes, devices used for the Forward Exam must be district owned.

## IMPORTANCE OF TEST SECURITY

The security of the assessment and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

- All Forward Exam items are secure and must be handled appropriately.
- Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any irregularity in test administration must be reported to DPI as a test security incident.
- If the reliability or validity of a test is compromised, the test scores of individual students or entire classes may be invalidated, and other disciplinary actions may be taken.

For more information about test security, see the [Test Security Manual](#) and [Forward Exam Test Security Training](#).

# Accessibility Information

State and federal laws require that state assessments must allow for the inclusion of all students, including students with disabilities and English learners (ELs). The [Accessibility Guide](#) provides information for educators to use in selecting and administering universal tools, designated supports, and accommodations for students who need them. Students who are provided with an inappropriate support or accommodation, or are not provided with the appropriate support or accommodation, may have their test invalidated due to misadministration.

## ADMINISTRATION OF THE BRAILLE VERSION OF THE FORWARD EXAM

Hard copy braille versions of the Forward Exam will be available for students in Unified English Braille (UEB). Braille test forms may be ordered online via eDIRECT (additional materials tab) until April 19, 2019. Braille testing materials are packaged by building and shipped to the district's office address (or the shipping address indicated by the district during the registration process). A scribe must transcribe student responses into the online testing system from the braille books. Once the transcribing is complete, all braille test materials must be collected and given to the DAC to be returned to DRC for processing and storage.

### Prior to Testing with the Braille Version of Forward Exam

- In eDIRECT Test Setup, ensure that the student has been assigned the braille accommodation.
- Retain the test ticket rather than distributing it to the student. (Do not print the test ticket until the braille accommodation has been assigned.) Check to make sure the test ticket indicates "BRL" next to "Accommodations."
- Be sure to refer to any additional directions included with the Braille Materials package.

### During Administration of the Braille Version of the Forward Exam

The TA should log in to the student's online test (using the student's test ticket) while the student is testing using the braille materials. This will allow the proctor to follow along with the student and the student

#### IMPORTANT

All designated supports and accommodations must be entered into eDIRECT prior to printing test tickets.

#### NOTE

All assigned accessibility features are listed on the student's test ticket. Every accessibility feature and its corresponding code is listed in Appendix H.

#### IMPORTANT

Video sign language (VSL), print-on-demand, and listening script accommodations must be preapproved by DPI and selected within each student's eDIRECT accessibility settings to ensure the correct form of the test is delivered within the online system. The accommodation code must appear on the test ticket prior to testing.

## IMPORTANT

If the questions on the accommodated form (print-on-demand, listening script, braille) and the questions in the online testing system are not in sync, this means the accommodation was not selected in the student's accessibility settings. Have the student exit the test and contact DPI for further instructions.

will need access to the listening passages in ELA session 3 which are only available via the online system.

### Transcription of the Braille Version of Forward Exam

Student responses must be transcribed from the braille version of the exam into the online testing system. Without this step the student's test cannot be scored. Follow these steps to transcribe student answers.

There are two methods of transcribing answers for the student:

- The TA may follow along with the student and enter the student's responses immediately into the online system if the student is comfortable with that, or
- After the student has completed the braille version of the test, the TA uses the student's test ticket to log into the student's test and then transcribes the student's responses from the braille book to the online test.

Once finished transcribing, select "End Test" and "Submit". The TA should then return the braille test materials to the DAC/SAC to be sent back to DRC.

### Return Forward Exam Braille and Printed Materials to DRC

TAs must return all braille versions of the Forward Exam to the DAC/SAC to be returned via secure shipment to DRC. DRC is responsible for all return shipping costs for the braille and printed test books. The DAC must use the shipping return labels and *Braille Materials Return Instructions* that were provided in the original braille testing materials shipping box. The DAC must make shipping arrangements at least 24 hours in advance of package pickup.

## ADMINISTRATION OF THE PRINT-ON-DEMAND ACCOMMODATION

### What is the Print-on-Demand Accommodation?

The print-on-demand accommodation is intended for those extremely rare instances (e.g., photosensitive epilepsy) where a student's condition prevents him or her from accessing material online. Access to printed items/stimuli **should not** be assigned based solely on a student's or school's personal preference. The decision to allow this accommodation must be based on each individual student's need and documented in a student's IEP or 504 Plan. There are emergency circumstances in which medical documentation is acceptable (i.e. concussion with no screen time permitted).

### Request Print-on-Demand

While most of the accommodations can just be set in eDIRECT, there is a special protocol for requesting a print-on-demand accommodation. If a student requires print-on-demand, the DAC must submit a Request for *Print-on-Demand Accommodation Approval Form* located at <http://dpi.wi.gov/assessment/forms>. After receiving the request, DPI will review and, if approved, activate the process. If the accommodation is denied you will receive an email notification from DPI.

### If approved:

- You will receive email notification from DPI that the accommodation is approved. This email will ask for additional information that the Office of Student Assessment (OSA) needs to process the accommodation.
- The day prior to the first test session scheduled for the student, your DAC will receive a secure file transfer containing the print-on-demand form. The form may not be emailed. The DAC must print and deliver the form to the individual administering the test (TA). The form must be deleted from the computer immediately after printing.
- The print-on-demand form must be kept secure at all times, before, during, and after testing.

### Prior to Testing with Print-on-Demand

- In eDIRECT Test Setup, ensure that the student has been assigned the print-on-demand accommodation.
- Print the student's test ticket. Retain the test ticket rather than distributing it to the student. (Do not print the test ticket until the print-on-demand accommodation has been assigned.) Check to make sure the test ticket indicates "POD" next to "Accommodations."

### IMPORTANT

If the questions on the accommodated form (print-on-demand, listening script, braille) and the questions in the online testing system are not in sync this means the accommodation was not selected in the student's accessibility settings. Have the student exit the test and contact DPI for further instructions.

## Testing with Print-on-Demand

The TA should log in to the student's online test (using the student's test ticket) while the student is testing using the print-on-demand materials. This will allow the TA to follow along with the student. In addition, the student will need access to the listening passages in ELA session 3 which are only available via the online system.

- There are two methods of transcribing answers for the student:
  - The TA may follow along with the student and enter the student's responses immediately into the online system if the student is comfortable with that, or
  - After the student has completed the print-on-demand test, the TA uses the student's test ticket to log into the student's test and then transcribes the student's responses from the print-on-demand test book to the online test.
- Once finished transcribing, select "End Test" and "Submit". The TA should then return the print-on-demand test materials to the DAC/SAC to be securely destroyed.
- After securely destroying the materials the DAC must complete a *Confirmation of Destruction Form* and return it to DPI.

## ADMINISTRATION OF THE FORWARD EXAM USING THE LISTENING SCRIPTS

### What is the Listening Script Accommodation?

Printable listening scripts of the audio presentations in ELA session 3 are provided for use by a qualified human reader. Listening scripts may be provided to test administrators working with students who are deaf or hard of hearing who are unable to access the embedded listening passages via the embedded audio, closed captioning, or video sign language. This accommodation would be for a student that would need the test administrator to read the listening passages aloud to the student, allowing the student to view the test administrators' face so the student may lip read. The decision to allow this accommodation **must be** based on each individual student's need and documented in a student's IEP or 504 Plan.

### Request the Listening Script Accommodation

While most accommodations can just be set in eDIRECT, there is a special protocol for requesting the listening scripts accommodation. If a student requires listening scripts, the DAC must submit a request via the *Listening Script Accommodation Approval Form* located at: <http://dpi.wi.gov/assessment/forms>. After receiving the request, DPI will review, and if approved, activate the process.

### If approved:

- You will receive email notification from DPI that the accommodation is approved. This email will ask for additional information that the OSA needs to process the accommodation.
- The day prior to the first test session scheduled for the student, your DAC will receive a secure file transfer containing the listening script. The script may not be emailed. The script must be printed and delivered to the Test Administrator. The listening script must be deleted from the computer immediately after printing.
- The listening script must be kept secure at all times, before, during, and after testing.

### Prior to Testing with Listening Script

- In eDIRECT Test Setup, ensure that the student has been assigned the listening script accommodation.

- Print the student’s test ticket. Retain the test ticket rather than distributing it to the student. (Do not print the test ticket until the listening script accommodation has been assigned.) Check to make sure the test ticket indicates “LS” next to “Accommodations.”

### Testing with Listening Script

- The student should log in to the online test using their test ticket. The TA reads the listening passage aloud to the student, allowing the student to view the test administrators’ face so the student may lip read. The student may have the script read to them as many times as needed. The student is not permitted to read the listening script.
- The student should then answer the accompanying questions in the online testing system.
- When finished using the listening script, the TA should return the listening script materials to the DAC/SAC to be securely destroyed.
- After secure destruction of the listening script materials the DAC must complete a Confirmation of Destruction Form and return it to DPI.

### ASSISTIVE TECHNOLOGY DEVICES

Any assistive technology device needed by a student to access the online test (as part of an IEP or 504 plan), should be checked for compatibility with the online testing system prior to the day of testing. Use the Online Tools Training to test device compatibility. If assistance is needed, contact the DRC helpdesk. Only assistive technology devices that are allowable on the Forward Exam may be used. Refer to the *Accessibility Guide*, available on the [Forward Exam Accommodations and Supports webpage](https://dpi.wi.gov/assessment/forward/accommodations) for more information.

### ACCESSIBILITY RESOURCES FOR TEST ADMINISTRATION

All accessibility resources available to TAs are accessible on the Forward Exam Accommodations and Supports webpage: <https://dpi.wi.gov/assessment/forward/accommodations>. Refer to Appendix H for a list of accessibility features and their corresponding codes.

Resource	Description
<b>Accessibility Guide</b>	Provides information about the universal tools available to all students, and the designated supports and accommodations that are available for those students who need them during the administration of the Forward Exam. The guide includes descriptions of each accessibility feature and guidelines for their use.
<b>Accessibility Training Video</b>	Optional video which provides the information from the Accessibility Guide about accommodations and designated supports, including their descriptions and guidelines for use. This video may be used for training school/district staff as a supplement to the accessibility guide.
<b>Multiplication Table</b>	This resource is a non-embedded accommodation available of for students who have it in their IEP/504 plan for grades 4-8 mathematics. Refer to accessibility guide for allowable use.

<b>Resource</b>	<b>Description</b>
<b>Read Aloud Guidelines</b>	Outlines the qualifications, guidelines, and procedures required for a test reader.
<b>Scribing Guidelines</b>	Outlines the qualifications, guidelines, and procedures required when providing a scribe.
<b>Translator/Interpreter Guidelines</b>	Outlines the qualifications, guidelines, and procedures required when providing an interpreter.
<b>Word-to-Word Bilingual Dictionary</b>	List of allowable bilingual dictionaries.

# Prior to Testing

## HOW DO I (AS A TEACHER) PREPARE FOR THE FORWARD EXAM?

### Test Administrator Training

Video training that provides Forward Exam Test administrators (TAs) with everything they need to give the test from start to finish. This video is a supplement to the Test Administration Manual.

### Administrator Tutorials

These optional videos provide step-by-step instructions on how to use some accessibility features within the testing system. There are four tutorials that are useful for all TAs to watch before administering the exam. These tutorials show how to use:

- the video sign language accommodation,
- the text-to-speech designated support,
- the stacked Spanish translation designated support, and
- other designated supports that include the color choices, color contrast, and masking.

Administrator tutorials can be accessed one of two ways:

- by visiting [the Forward Exam Resources webpage](#) and following the Administrator Tutorials link under Trainings and selecting administrator tutorials, or
- by launching the INSIGHT app on your device and clicking on DRC INSIGHT Online Assessment Tutorials, then selecting administrator tutorials.

### NOTE

The administrator tutorials do not provide guidance on when to use accessibility features. Refer to the Accessibility Guide for guidance on assigning accessibility features appropriately.

### Check Your Testing Materials

Check to be sure you have the following materials prior to the start of testing:

- Test Administration Manual (printed copy or online)
- “Testing – Do not Disturb” Sign (available on the Forward Exam Resources web page)
- “Unauthorized electronic devices and cell phones/smartwatches are not allowed in the testing environment” Sign (available on the Forward Exam Resources web page)
- Any allowable assistive technology devices required by students to take the Forward Exam
- A list of students who need designated supports and accommodations. This helps ensure all students who need an accessibility feature receive it.
- Test Tickets
- Contact information for you school technology staff, school assessment coordinator, and district assessment coordinator

### Additional Testing Materials

All students will need access to a district-owned device with INSIGHT (secure browser) installed. In addition to a computer, all students will need some additional resources. TAs are responsible for ensuring all students have access to the appropriate resources listed in the table below.

Device	Description
Headphones/Earphones	Headphones are <b>required for</b> : <ul style="list-style-type: none"> <li>• <b>ALL students</b> for the Listening session of ELA,</li> <li>• <b>ANY student</b> needing Text-to-Speech.</li> </ul>
Keyboard	A physical keyboard is required to avoid consuming screen space.
Pointing Device	Mouse, touch screen, touchpad, or stylus is required
Scratch Paper	Required resource for all students in all content areas. Scratch paper must be collected and securely disposed of immediately after testing session.
Graph Paper	Optional resource for students in grades 6-8. Graph paper must be collected and securely disposed of immediately after testing session. The graph paper should be plain graph paper and must also be free of axis lines, points, numbers, and/or letters. Graph paper is provided for students to create organized sketches of points, lines, and/or shapes to solve problems in grades 6-8.  There is no need for a consistent requirement in graph paper size; however, the recommendation is the 1/4 inch graph paper.

## TIP

Encourage students do their best by presenting the testing experience in a positive way.

## PREPARING THE TESTING ENVIRONMENT (GETTING YOUR ROOM TEST-READY)

Testing conditions should be comfortable for all students. TAs should complete the following:

- Remove or cover all instructional materials on walls and desks that might assist students in answering questions, including information on bulletin boards, chalkboards, dry-erase boards, charts, wall charts that contain literary definitions, maps, mathematics, formulas, word walls, number lines, etc.
- Ensure adequate spacing between students and/or visual barriers
- Place a “TESTING-DO NOT DISTURB” sign on the door of the testing room
- Place an “UNAUTHORIZED ELECTRONIC DEVICES AND CELL PHONES/SMARTWATCHES ARE NOT ALLOWED IN THE TESTING ENVIRONMENT” sign in the room
- Provide a quiet environment void of distraction

### Prepare a Post-Test Strategy

TAs should establish procedures for students who finish testing ahead of others by having the students exit the room quietly and report to another area, or work silently on designated activities (that do not include electronics) at their workstation. It is important to keep in mind the children still testing when planning these strategies. Students can feel pressured to finish when their peers begin to complete the test and leave the room. As the Forward Exam is an untimed test, students should feel they have ample time to answer all questions.

## PREPARING YOUR STUDENTS FOR THE EXAM

Prepare your students for the Forward Exam by:

- encouraging them to approach the testing in a relaxed, positive way.
- explaining that the purpose of taking this test is to find out what skills they have mastered and what skills need further development.
- reminding them that the test is not timed and they will be given ample time to do their best.
- emphasizing that while they should do their best, the scores will not affect their grades.
- informing students that they **will not be allowed** to use cell phones, smartwatches, or any other electronic devices in the testing area. In addition, students will not be permitted to use any form of electronic device during short breaks in the testing session or when finished testing and are waiting for others to complete testing.

Test preparation is only useful to the extent that it is also teaching content area knowledge and skills. While it is important that students have an opportunity to become familiar with the format of the test and with the types of questions they will be required to answer, it is very important to ensure that teachers are teaching to the curriculum and not to the test, as teaching to the test narrows the focus of instruction to only that content covered by the test.

### Student Tutorial Videos

The Student Tutorial videos are designed to help students become familiar with the online testing environment. Some videos are intended for all students, while others cover specific tools that are only available at certain grade levels. The student tutorial home screen displays which videos accompany which grade levels as well as run times. Tutorials can be viewed as a class or at individual student machines.

Student tutorials can be accessed one of two ways:

- by visiting <https://dpi.wi.gov/assessment/forward/resources> and selecting student tutorials, then the appropriate grade level tutorials, or
- by launching the INSIGHT app on your device and clicking on DRC INSIGHT Online Assessment Tutorials then clicking on student tutorials.



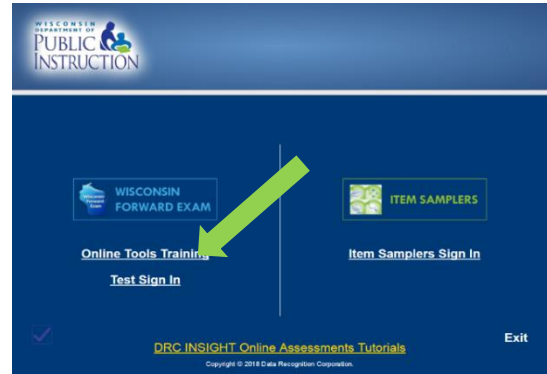
### Online Tools Trainings

The Online Tools Training (OTTs) provides students the opportunity to interact and become familiar with the testing system. Students practice using the tools available on the Forward Exam and familiarize themselves with how to maneuver in the system and work the different types of questions they will encounter.

## TUTORIALS

Grade 3 specific tutorials were designed in 2018 with simplified language for younger students.

- OTTs are available at each content area and grade level.
- Accessible OTTs are available for students who need to practice text-to-speech (TTS), Spanish stacked translation, masking, and color choice tools.
- OTT ELA items and passages are repeated within grade bands (3-4, 5-6, 7-8).
- OTT VSL and Spanish stacked translation items and passages are repeated within grade bands (3-5, 6-8).



**All students should be given the opportunity to practice in the OTT prior to actual testing.** Students may perform better and with less anxiety if they are familiar with the format of the test and with the types of questions they will be required to answer. The OTT is not scored and is not intended for content practice. Items, including the TDA, are repeated within the grade bands of 3-4, 5-6, and 7-8 ELA OTTs.

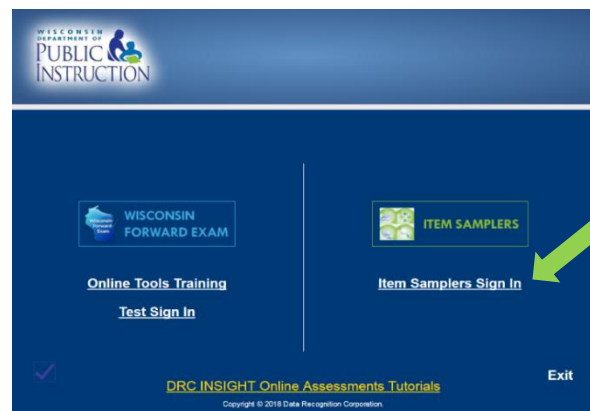
The OTT is accessible in two ways:

- publicly accessible via a **Chrome browser** at <https://dpi.wi.gov/assessment/forward/sample-items>
- via the INSIGHT app.

### Forward Exam Item Samplers

The Item Samplers contains samples of stimulus and test items similar to those on the Forward Exam. Each sample test item has been through a rigorous review process by DRC, Wisconsin Educators, and a third party, to ensure alignment with the State Standards. These items will not be used on the state assessment and may, therefore, be used in Wisconsin for professional development and student practice. The items illustrate a sample of the content and types of items that students will encounter on the Forward Exam. A Summary Data table for each grade and content area identifies the alignment (standard measured), answer key, depth of knowledge, and annotations for each item. The Item Samplers are not scored and the online versions do not save responses.

Sample items are useful as educators engage in conversations about what students are expected to know and be able to do to demonstrate proficiency on the state assessments relative to the Wisconsin Academic Standards. Sample items can inform discussions about state and local standards, curriculum, instruction, and assessment.



The Forward Exam Item Samplers are available at each grade level and content area in both PDF and Online versions. The online version uses the same format and tools students will see during the actual Forward Exam. Both versions are available at: <https://dpi.wi.gov/assessment/forward/sample-items>.

## IMPORTANT

If a student accidentally submits their test during the TDA contact DPI immediately to have the test reopened so the student may continue testing.

**Note:** A student's performance on the practice test cannot be converted to a scale score, used to predict performance on the Forward Exam, or used to make inferences about the student's learning.

### Text Dependent Analysis (TDA) Sampler

The TDA Samplers are three grade-band (3-4, 5-6, 7-8) documents that contain samples of TDA test questions, stimulus passages, and student responses. They are intended to be used as a guide for educators and students when preparing for the Forward Exam.

The TDA portion of the Forward Exam requires students to read the text and then respond in writing in one of several ways:

- identifying and explaining a theme or central idea, using textual evidence to support the claim about what that theme or central idea is, and
- analyzing the development of an event, character, central idea, or theme, using textual evidence to support the explanation and analysis.

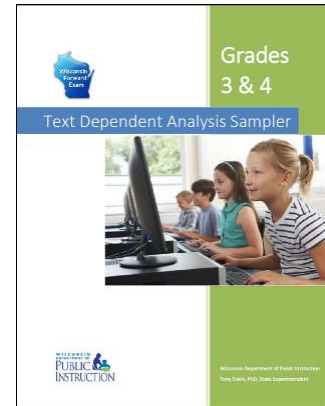
Students' responses are scored using a rubric looks at both the composition and the conventions of the student's writing. The TDA should be administered first thing in the morning.

The Forward Exam TDA Sampler is available at <https://dpi.wi.gov/assessment/forward/sample-items>.

### Additional TDA Resources

See the Forward Exam Resources webpage for additional TDA resources including:

- TDA Rubric
- How to Organize a TDA Response
- TDA Fact Sheet
- TDA FAQ
- Tips for Writing a TDA
- TDA Presentation for Educators



# Test Tickets

TAs will be provided with test tickets for each student by their DAC/SAC. Test tickets include the name of the assessment, student name and ID, test session name, username, password, and any accessibility features (designated supports and/or accommodations) that have been assigned to the student. See Appendix H for a list of all accessibility features and their abbreviated codes.

2017 Wisconsin Forward Exam Test Ticket Grade 3 Mathematics	
Student Name:	Anderson, Jennifer
Local Student ID:	94839
Test Session:	Grade 3 Mathematics
Username:	DOEV2345
Accommodations:	VSL (ASL)

Check carefully to ensure that the information printed on the test tickets is correct. If you believe a student should have a designated support or accommodation that is not listed on the test ticket, **contact the DAC/SAC before the student logs in to the test.** The designated support or accommodation will need to be assigned in eDIRECT and a new test ticket printed before the student logs in to test. **If the support or accommodation is not printed on the test ticket, the student will not have that support or accommodation available on their test.** Beginning the test without the support or accommodation may result in a need to purge or invalidate the student's test. Please refer to the *Accessibility Guide* for more information about accessibility features.

The student username and password remain the same for all sessions within a content area. Students will use the same ticket every time they log into that content area. Tickets must be collected at the end of each test sitting, stored in a secure location, and redistributed for all sittings for that content area.

## Test Ticket Management

Test tickets and rosters are considered secure materials. They should be kept in a secure location until the session is scheduled to begin.

Distribute test tickets to students just prior to student login and collect test tickets at the end of the test sitting. It is best practice to count the number of tickets that are distributed and make sure the same number of tickets are collected.

After a testing session is complete, return all test tickets to the DAC/SAC for secure destruction or secure storage.

If you suspect a student's test ticket and/or password have been compromised, contact DPI's OSA immediately at (608) 267-1072.

## NOT TESTED CODES

Not Tested Codes (NTCs) are not printed on Tickets. Please be aware of which students may have reasons for not testing in your classroom such as the new to country ELA exemption.

## TEST TICKET TIP

To ensure each student receives the correct test ticket, read the name on the ticket as you are handing it to the student.

## IMPORTANT

Test tickets must be printed after accessibility features have been entered into eDIRECT or the student will not have the accommodation or support available for testing.

If an accessibility feature has changed after printing tickets, that student will need a new ticket printed for the accommodation or support to be available to the student before logging in to the test.

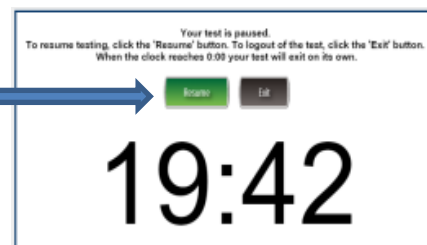
# During Testing

## TEST FUNCTIONALITY

### How to Pause the Test

If the student needs to take a break (less than 20 minutes)

- Click on the blue “pause” button.
- A timer appears over the student’s test that counts down from 20 minutes.
- To resume testing, the student will click the green “Resume” button (before the clock counts down to zero).

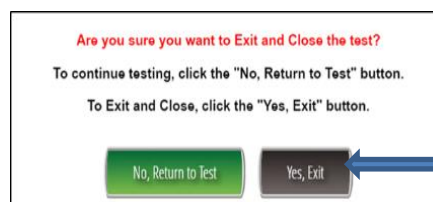
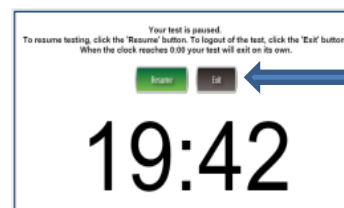


If the student does not click the “Resume” button before the clock counts down to zero, the student will automatically be logged out of the test session, but the test will **not** be submitted. Any questions already answered will be saved. To continue testing, the student will need to log in again with their test ticket.

### How to Exit the Test without Submitting

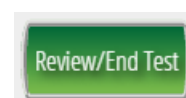
If the student is taking a break for more than 20 minutes (lunch, leaving for day, etc.)

- The student should go back and review all flagged items prior to exiting the test session for the day. Students may not go back to any questions worked on during a previous sitting (students should only be permitted to work forward from the last completed question.)
- Click the blue “Pause” button.
- **Then choose the gray “Exit” button.**
- The student will be asked “Are you sure you want to exit and close the test?” To close the test the student should click the gray “Yes, Exit” button.
- The test session will end, but will **not** be submitted. Any questions already answered will be saved. The student will need their test ticket to log in again and continue the test.

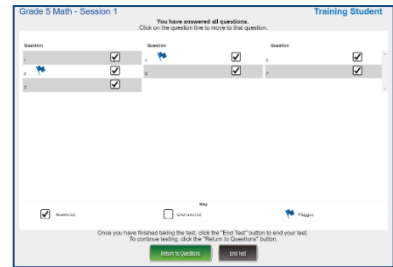


### How to Submit the Test

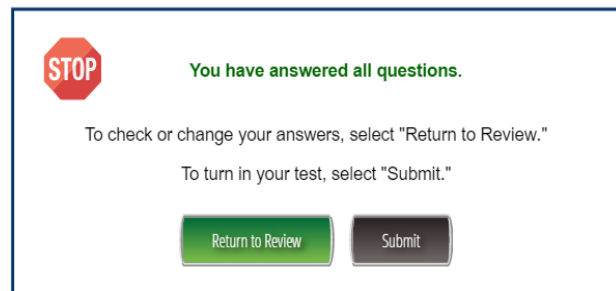
When the student reaches the last question in the session, they should choose the green “Review/End Test” button.



This will take the student to a review page. Here students can see if they have **attempted** all questions. The review page considers an attempt or partial answer to be an answered question. For example, a multi-select item that asks a student to choose two answers, will have a check in the box on the review screen for that question if the student selects only one answer. Be sure to remind students to read each question carefully. Students can also see if they have flagged a question for review. Flags do not need to be cleared in order to submit the test. If the student would like to return to a question from this page they can select anywhere on the line for that question. The student may also click on the green “**return to questions**” button if they would like to go back into the session.



When the student is finished with the test session, they will need to *end* and *submit*. Submitting the test will submit all answers and does not permit re-entry into the test session (i.e. math session 1). From the review screen, students should select the gray “**End Test**” button. There will be one additional pop-up box that indicates whether or not all questions have been answered (attempted). The student can either choose to return to the review screen, or submit the test. Once the student selects the gray “**Submit**” button, they cannot return to the test session.

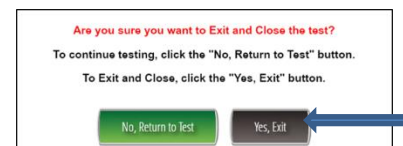
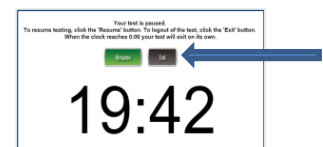


### How to Move a Student to a New Device during Testing

If the student is having technical difficulties sometimes the best solution is to move the student to a different computer.

Step-by-step process:

- End student’s test without submitting
  - choose the “**Pause**” button,
  - then choose the gray “**Exit**” button,
  - and then the “**Yes, Exit**” button.
- Escort the student to the new location (computer).
- Launch the testing software.
- Hand the test ticket back to the student.
- Observe the student entering his/her username and password.
- Student will be required to view and click through the test directions.



- Student will click Begin Test and will be taken to the same question where they left off prior to pausing.
- Collect the student's test ticket.
- Continue to monitor the test session with the normal security procedures.

### Prepare Devices Prior to Student Log In

- Ensure that all other programs or applications on the device are closed prior to launching the INSIGHT application (including those that use audio or video channels).
- Ensure the device's system volume is not muted and is set to an appropriate level.
- Ensure that the device's **keyboard is set to English**

## TEST ADMINISTRATION

### Testing Transfer Students

A school is required to test or complete the testing of any student who enrolls in the district during the testing window, provided the student has not already completed testing elsewhere in a Wisconsin Public School.

### Administering Make-ups

Students who are absent for one or more sessions should take the remaining sessions with the rest of the class. Make-ups for missed sessions (or for students who may need extra time to complete a session) should be scheduled for a later time.

Every attempt should be made to administer make-up tests to any students who miss one or more of the scheduled test sessions. TAs should coordinate the scheduling of make-up sessions with the School Assessment Coordinator (SAC) to eliminate conflicts and ensure that the students will be taking the make-up tests under the same conditions as the other students.

### Back-up Plans

When administering online tests, technical issues may arise from time-to-time. Be sure you are aware of your district's back-up plan if a situation occurs. Removing students from a testing situation that is not functioning and returning them to their regular schedule is recommended to keep frustration levels low.

### Accidental Submission

If a student accidentally submits a test, refer to Appendix E: Decision Tree for Unlocking a Student Test, and contact the DAC immediately to unlock the student's test.

### TDA Testing Precautions

The TDA should be administered first thing in the morning, allowing students plenty of time to complete their essay. Students should not be writing the TDA for several hours.

### Calculators

Students may only use the online calculator provided in the assessment for calculator-allowed questions. Students with visual impairments who are unable to access the online calculator provided in the assessment for calculator-allowed items will be permitted to use the calculator that they typically

use, such as a Braille calculator. Test administrators must ensure the calculator is only available for calculator-allowed items. See the *Accessibility Guide* for more information.

### What type of Assistance is Permitted?

Be sure students understand the directions and how to work in the online system. Assist them with test taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or eliminate answer choices. You may read an occasional word for a student as long as it is not part of an ELA reading passage, if asked.

### Guessing

Encourage students to attempt all items. Tell them to read each question carefully and make their best attempt answering. Be careful not to imply they should guess randomly. Unanswered questions are scored as incorrect.

### Testing Recently Arrived English Learners

All students enrolled at the time of testing must be assessed. English learners (ELs) with limited English proficiency (ACCESS level 1 or 2) who are new to country (less than 12 calendar months) are permitted a one-time exemption from the English language arts (ELA) portion of the Forward Exam. If the student does not participate in the ELA assessment, he or she must participate in ACCESS for ELLs®. If a student arrives after the ACCESS for ELLs® assessment window and does not have an opportunity to take that test, but is exempt from the ELA assessment, he or she will be removed from test participation calculations. Recently arrived students **must participate in all other content areas**, with or without accommodations. Students in the district for less than a full academic year (FAY) are counted for test participation only; their assessment results are not factored into school or district report cards. Results for students who are FAY in the district but not a specific school are included in district report cards.

Students new to country who are exempt from the ELA assessment must have a not-tested code entered in eDIRECT for ELA. If a student who is exempt from the ELA assessment took part or all of the ELA test please contact DPI for further guidance.

### Monitoring Testing

TAs should monitor testing by:

- Circulating throughout the room
- Ensuring that all test administration, test security, and accessibility policies and procedures are maintained
- Reporting any test security incidents to DAC/SAC
- Assisting students with technology issues
- Ensuring students are working in the correct test session and progressing as they should (redirecting student attention back to the test if needed). If a student has selected an incorrect session, select Pause and then Exit to return to the test sign-in screen, then log the student in to the correct session.

### **Securely Destroy Materials**

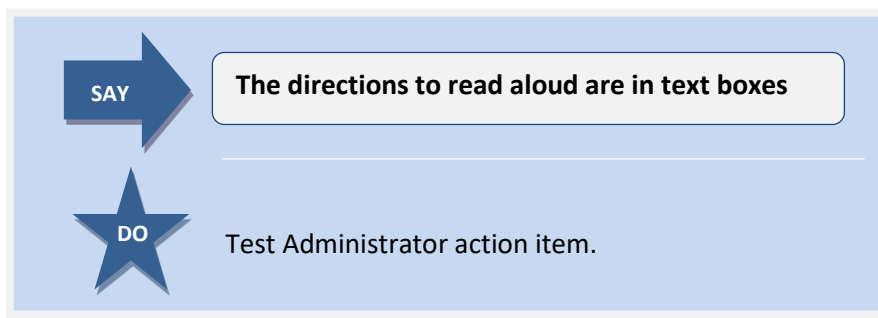
Federal law—the Family Educational Rights and Privacy Act (FERPA)—prohibits the release of any student’s personally identifiable information (PII). Any printouts, including print on demand and listening scripts, test tickets, scratch paper, and graph paper must be collected and then securely destroyed.

# Test Administration Script

This section provides the directions and script for administration of the test. Be sure to review the test administration script in advance. In order to ensure that all students in the state are provided the same instructions and tested under the same conditions, **the script must be followed exactly and used each time a test is administered.**

**If you are resuming the test and are sure that all students are able to log in without hearing the login directions again, you may skip to script #2.**

Test Administrators should print these script pages or work from an online version. The following elements are used throughout the specific directions:



At the beginning of the test session, confirm that:



- Each student is sitting at a separate testing device and that each device is turned on and the desktop/home screen is visible.
- All students have headphones and scratch paper.
- All cell phones, smartwatches, cameras, and other personal electronic devices are turned off or silenced and put away. It is recommended that Test Administrators instruct students to leave electronic devices in their locker.
- All programs are closed on the testing device before the INSIGHT test application is opened.

# Script 1

SAY

Today you will be taking the Forward Exam for [ELA/Mathematics/Social Studies/Science]. Carefully follow the directions and give this test your best effort.

Your answers need to be your own work. Please keep your eyes on your own test, and remember that there should be no talking.

SAY

This is not a timed test so work at your own pace. If after 20 minutes, you do not answer a question or click on a test tool, a screen will pop up warning you that you are about to be logged out of the test. Please click okay if you get this warning and the test will continue. If you do not click okay you will be automatically logged out and will need your test ticket to log in again and continue testing.

During testing, if you need to step away from your computer, please raise your hand and ask me. You can pause the test by clicking the Pause button.

This test is divided into sessions. When you get to the end of each session, you will see a review screen. You can review your answers before ending and submitting the test. Once you submit your answers, you will be logged out.

Read one of the three text boxes below that corresponds with the session you are testing:

SAY

## Option 1

### Read only for ELA Session 1 - TDA Writing Prompt

For this session, you will need to read a passage or set of passages and respond to a question by writing a 1 page essay or a story. Below the question, there is a button that will open a Writers Checklist. Make sure to use this checklist as a guide while you plan and write your response. The box that you write in will scroll so you can write more text than just what appears to fit in the box.

Be sure you use your best writing skills and answer everything the question is asking you with the required supporting details and/or examples from the passage. We have scheduled plenty of time for this session so relax and do your best.

Or

 SAY

### **Option 2**

#### **Read for ALL sessions (except ELA Session 1 - TDA Writing Prompt and Science sessions)**

You should try to answer each question before going on to the next question. Be sure to read each question carefully. Test questions will ask you to provide your answer in several different ways. Be sure you understand what you are being asked to do.

If you are unsure of an answer, provide what you think is the best answer. If you would like to review that answer at a later time, mark the item for review by clicking the “Flag” button.

Flagging the item will remind you in the review screen to go back and decide whether you need to change the answer during this test session. Once you log out you will not be able to go back to any flagged or previously completed

**Or**

 SAY

### **Option 3**

#### **Read only for Science Sessions**

For this session, you will see that most of the questions are grouped into sets. Each set of questions will begin with some scientific background information, which may also include graphics. This background information is not meant to be where you will find all of your answers.

You should try to answer each question before going on to the next question. Be sure to read each question carefully. Test questions will ask you to provide your answer in several different ways. Be sure you understand what you are being asked to do.

If you are unsure of an answer, provide what you think is the best answer. If you would like to review that answer at a later time, mark the item for review by clicking the “Flag” button.

Flagging the item will remind you in the review screen to go back and decide whether you need to change the answer during this test session. Once you log out you will not be able to go back to any flagged or previously completed questions.

If the INSIGHT app is already open on student devices, you can skip the text box below.  
If the INSIGHT application is not already open on the testing devices, say the following:

SAY

**Open the INSIGHT app on your computer. You may see a screen that says “WIDA” and “Wisconsin.” If you see this screen, select “Wisconsin.” You should now see a blue Wisconsin Forward Exam logo on the left side of the screen. Is there anyone who does not see this screen?**



DO

Pause to assist students if necessary. If a student receives an error message, note the content of the error message and contact the Technology Coordinator or School Assessment Coordinator. The student can be moved to another computer if needed.

SAY

**Select Test Sign In. You should now see the sign in screen appear. Is there anyone who does not see the sign in screen?**

DO

Pause to assist students if necessary. A second staff person to assist those having trouble is beneficial.

When all students are ready and see the sign in screen:

SAY

**I will now pass out your test ticket that includes your log in information. Do not share your test ticket with anyone else. Do not log in to the test until you are told to do so. Please make sure your name and the test name are correct on the ticket. Today's test is (Mathematics, English Language Arts, Science, or Social Studies). Keep the test ticket and I will collect it later.**



- Give students the test tickets. When distributing, confirm that each student receives the correct ticket by ensuring the student's name and the test name are correct.
- If the student should have any online supports or accommodations such as TTS or VSL, ensure this is printed on the ticket.
- Make note of the number of test tickets you are distributing so you will know how many to collect at the end of the test.
- Remember the test tickets contain secure information and need to be collected at the end of the test session.

After you have distributed the test tickets:



**Log in now by entering your username and password from your test ticket. If you have any trouble logging in please raise your hand and wait for assistance. Once you have logged in, please sit quietly and DO NOT go any further. We will review several screens together. If you move ahead, you may enter the test accidentally. If you happen to accidentally enter the test, please stay calm and sit quietly while you wait for the rest of the class to catch up. DO NOT try to get out of the test by yourself.**



**After you log in you will see a Welcome screen. Does everyone see the welcome screen with your name?**



- Make sure all students have successfully entered their information and logged in. A second staff person to assist those having trouble is beneficial.

- Remember: Passwords are unique to each content area, but the same for all sessions within a content area. Usernames and passwords are NOT case sensitive.
- Refer to Appendix D for assistance with error messages. If the problem cannot be resolved, please contact the DRC Help Desk at 1-800-459-6530 or [WIHelpDesk@datarecognitioncorp.com](mailto:WIHelpDesk@datarecognitioncorp.com).

SAY

Look at the information on the welcome screen and make sure that your first and last name and the name of the test match your test ticket.

If the information is correct, select the continue button. If the information is not correct, raise your hand.

Welcome **Zachary Chamberlain**

Thank you for participating in the Wisconsin Forward Exam!

Before you begin testing, please confirm your profile information is correct:

Test Name: **Grade 5 ELA - Session 1**  
 Test Session: **Hermannson Grade 5 ELA**  
 State Student ID: **1234567890**  
 Local Student ID: **9876543210**  
 Accommodation(s):

If the above information is correct, please select **Continue**.

If any of the above information is not correct, or if Color Chooser is not available when the Options button is clicked, please raise your hand and notify your Test Administrator.

**Continue**

**Options** **Exit**

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DO

Pause to assist students as necessary. A second staff person to assist those having trouble is beneficial.

SAY

The next screen shows the sessions available in this content area. Is there anyone who does not see the sessions listed on the screen?

The following tests have been scheduled for **Zachary Chamberlain**

Once instructed, click on the test link below to start the test.  
 If no additional tests are available, please select **Exit** to close the application.

- [Grade 5 ELA - Session 1](#)
- [Grade 5 ELA - Session 2](#)
- [Grade 5 ELA - Session 3](#)

**Options** **Exit**

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Select the test session (session 1, session 2, etc.). You will now see the test directions screen. Please read the directions to yourself. **DO NOT** click the green Begin the Test Button until told to do so.



As students are reading through the directions, go around to each student and confirm that they have the accessibility features needed.

- Students who require TTS should be able to hear the computer voice reading the directions. Students may need you to adjust the speed and volume of the TTS voice.
- Students who need VSL will see a button for VSL on the direction pages.
- Students who need Spanish Stacked Translation should see those features in the directions.
- Students who need color choice and contrast adjusted may need you to help them.

Assist students as necessary. Allow students time to read the information on the various directions pages and confirm that students have reviewed all materials.

Once you have confirmed all students have the necessary accessibility features and all students have read the directions:



Now select the green Begin the Test button.

During testing:



- Circulate through the room during testing to ensure that all test administration, test security, and accessibility policies and procedures are maintained.
- If you notice a student is off task, needs to be re-focused, or a student asks you a content related question, the following statements may be used:

*It is important that you do your best. Do you need to pause the test and take a break?*

*I can't help with the test. Try to do your best.*

- Answer questions raised by students, but do not help the class or individual students with specific test items or content.

- Provide assistance if a student is struggling with the mechanics/technology requirements of an item. Students should not be hindered by technology.

When the time scheduled for the testing period is coming to an end:



Get ready to end the testing period approximately five minutes prior to the end of the time you have scheduled for this test period, and give students a brief warning. Read the information below that corresponds with the session you are testing:



### Read for ELA Session 1 - TDA Writing Prompt

We are nearing the end of this testing period. If you are almost finished with your essay finalize what you are doing and submit your test. If you need additional time to complete the essay I will give you further instructions. I will collect test tickets and scratch paper at the end of the testing period.

Or

### Read for ALL Sessions (except ELA Session 1 - TDA Writing Prompt)

We are nearing the end of this testing period. Please review any items you have flagged for review now. You will not be able to return to them during the next testing period. If you are still working, you will have the chance to finish the test at another time by starting with the last question completed and working forward from there.

When the testing period is over:



This testing period is now over. If you are still working in this session, select Pause, then Exit and you will be able to finish at another time. If you have answered all the questions in this session, select Review/End Test, then End Test, then Submit. I need to collect your test tickets and scratch paper before you leave your computer.



- Collect all test tickets, scratch paper, and any other allowed testing materials.

- Ensure all testing device screens show the Wisconsin Forward Exam initial welcome screen or the test sign in screen.
- Return all collected test materials to the DAC/SAC for secure storage or secure destruction.
- The DAC/SAC may also wish for you to provide a list of students who were absent or did not complete the test session and will require additional time to complete the test.

# Script 2

**This script may be used if you are resuming the test and students have already heard the detailed instructions from script 1 at least once.**

At any time in this script, you should pause to assist students as needed. It is helpful to have a second TA in the room to help students log in and confirm that each student has their needed accommodations and supports before the students click the Begin the Test Button.

SAY

**Today you will be taking the Forward Exam for [ELA/Mathematics/Social Studies/Science]. Carefully follow the directions and give this test your best effort. This is not a timed test so work at your own pace. Your answers need to be your own work. Please keep your eyes on your own test, and remember that there should be no talking.**

Read one of the three text boxes below that corresponds with the session you are testing:

Test Administration Script

SAY

## Option 1

### **Read only for ELA Session 1 - TDA Writing Prompt**

**For this session, you will need to read a passage or set of passages and respond to a question by writing a 1 page essay or a story. Below the question, there is a button that will open a Writers Checklist. Make sure to use this checklist as a guide while you plan and write your response. The box that you write in will scroll so you can write more text than just what appears to fit in the box.**

**Be sure you use your best writing skills and answer everything the question is asking you with the required supporting details and/or examples from the passage. We have scheduled plenty of time for this session so relax and do your best.**

**Or**



### Option 2

**Read for ALL sessions (except ELA Session 1 - TDA Writing Prompt and Science sessions)**

You should try to answer each question before going on to the next question. Be sure to read each question carefully. Test questions will ask you to provide your answer in several different ways. Be sure you understand what you are being asked to do.

**Or**



### Option 3

**Read only for Science Sessions**

For this session, you will see that most of the questions are grouped into sets. Each set of questions will begin with some scientific background information, which may also include graphics. This background information is not meant to be where you will find all of your answers.

You should try to answer each question before going on to the next question. Be sure to read each question carefully. Test questions will ask you to provide your answer in several different ways. Be sure you understand what you are being asked to do.

If the INSIGHT app is not already open on the testing devices, instruct students to open the app by saying:

**Open the INSIGHT app on your computer. You may see a screen that says “WIDA” and “Wisconsin.” If you see this screen, select “Wisconsin.”**

After the INSIGHT app is open on testing devices, say:

**Select Test Sign In. You should now see the sign in screen appear. Is there anyone who does not see the sign in screen?**

Once all students have the sign in screen open, pass out test tickets. After you have passed out test tickets, say:

**Use the information on your test ticket to enter your username and password and select Sign In.**

Once students have logged in with their username and password:

**On the Welcome screen, make sure that your first and last name and the name of the test match your test ticket. If all the information about you is correct, select the continue button. If the information is not correct, raise your hand.**

**Now, select the test session (session 1, session 2, etc.) and read the directions to yourself.**

**DO NOT click the green Begin the Test Button until told to do so.**



As students are reading through the directions, go around to each student and confirm that they have the accessibility features needed.

- Students who require TTS should be able to hear the computer voice reading the direction.
- Students may need you to adjust the speed and volume of the TTS voice.
- Students who need VSL or Spanish Stacked Translation should see those features in the directions.
- Students who need color choice and contrast adjusted may need you to help them. Assist students as necessary.

Allow students time to read the information on the various directions pages and confirm that students have reviewed all materials. Once you have confirmed all students have the necessary accessibility features and all students have read the directions:



**Now select the green Begin the Test button.**

During testing:



- Circulate through the room during testing to ensure that all test administration, test security, and accessibility policies and procedures are maintained.
- If you notice a student is off task, needs to be re-focused, or a student asks you a content related question, the following statements may be used:

***It is important that you do your best. Do you need to pause the test and take a break?***

***I can't help with the test. Try to do your best.***

- Answer questions raised by students, but do not help the class or individual students with specific test items or content.
- Provide assistance if a student is struggling with the mechanics/technology requirements of an item. Students should not be hindered by technology.

When the time scheduled for the testing period is coming to an end:



Get ready to end the testing period approximately five minutes prior to the end of the time you have scheduled for this test period, and give students a brief warning. Read the information below that corresponds with the session you are testing:



#### **Read for ELA Session 1 - TDA Writing Prompt**

We are nearing the end of this testing period. If you are almost finished with your essay finalize what you are doing and submit your test. If you need additional time to complete the essay I will give you further instructions. I will collect test tickets and scratch paper at the end of the testing period.

**Or**

#### **Read for ALL Sessions (except ELA Session 1 - TDA Writing Prompt)**

We are nearing the end of this testing period. Please review any items you have flagged for review now. You will not be able to return to them during the next testing period. If you are still working, you will have the chance to finish the test at another time by starting with the last question completed and working forward from there.

When the testing period is over:



**This testing period is now over. If you are still working in this session, select Pause, then Exit and you will be able to finish at another time. If you have answered all the questions in this session, select Review/End Test, then End Test, then Submit. I need to collect your test tickets and scratch paper before you leave your computer.**



- Collect all test tickets, scratch paper, and any other allowed testing materials.
- Ensure all testing device screens show the Wisconsin Forward Exam initial welcome screen or the test sign in screen.

- Return all collected test materials to the DAC/SAC for secure storage or secure destruction.
- The DAC/SAC may also wish for you to provide a list of students who were absent or did not complete the test session and will require additional time to complete the test.

DISTRICT AND SCHOOL ASSESSMENT COORDINATOR

# DAC/SAC ADMINISTRATION MANAGEMENT



# Testing Roles and Responsibilities

To ensure smooth implementation of the testing program, everyone involved in the administration of the Forward Exam has a specific role and set of responsibilities related to that role. Each role is briefly outlined in this section (available checklists provide more detail). If a district does not have one of the designated roles, it is the DAC's responsibility to ensure the tasks of that role are fulfilled. An eDIRECT Roles and Permissions Matrix is available in the *eDIRECT Guide*. This matrix is specific to what users have permission to do in that role in the testing portal (eDIRECT).

## DISTRICT ASSESSMENT COORDINATORS (DAC)

DACs coordinate and oversee ALL testing in the district, and communicate all assessment and accountability information to district and school staff (see communication flow chart available on the [DAC Corner of the Assessment webpages](#)). They must ensure staff all are appropriately trained in test administration, accessibility, and security policies and procedures. DACs must ensure student information/demographics are corrected in the District/School Information System (SIS) and pushed to WISEdata by the necessary deadlines.

## DISTRICT TECHNOLOGY COORDINATORS (DTC)

DTCs ensure the district is technologically ready for the Forward Exam and must be available during testing to troubleshoot and assist district and school staff with any technology related issues that may arise.

## SCHOOL ASSESSMENT COORDINATORS (SAC)

The SACs manage and oversee all testing in the school and may serve as the contact person between the school and the DAC. The SAC must communicate all assessment and accountability information to school staff (see communication flow chart available on the [DAC Corner of the Assessment webpages](#)). SACs must ensure student information/demographics are corrected in the School Information System (SIS) and pushed to WISEdata by the necessary deadlines.

## TEST ADMINISTRATORS/PROCTORS (TA)

TAs administer the Forward Exam in a uniform manner that is essential for the integrity of the testing program. They ensure students who have been assigned accessibility features have them prior to starting their exams. TAs prepare the students and testing environment, and monitor students during testing to ensure the security and validity of the exam.

### FLOW CHART

See Communication Flow Chart in the DAC Corner of the Assessment webpages.

### CHECKLISTS

See complete DAC Checklist on the Forward Exam Resources webpage.

See complete DTC checklist available on the Forward Exam Technology Requirements webpage.

See complete SAC Checklist on the Forward Exam Resources webpage.

See complete TA Checklist in Appendix A and on the Forward Exam Resources webpage.

# Test Security

## TRAINING

See the Resources and Training Materials section of this manual for specific test security training materials and confidentiality forms.

### SECURITY THROUGH-OUT THE TESTING PROCESS

Test security incidents are behaviors prohibited before, during, and after test administration because they give a student an unfair advantage or because they compromise the secure administration of the assessment or test items. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident.

### PROCESS TO REPORT TEST SECURITY INCIDENTS

School or district staff must immediately report all incidents of test administration irregularities to the DAC and to the DPI Office of Student Assessment (OSA). The report of an incident may be submitted to OSA by telephone, fax, letter, email, or by submitting an Incident Report Form available on the [Forward Exam Test Security web page](#).

### GUIDELINES FOR DOCUMENTING A POSSIBLE TEST SECURITY INCIDENT

When reporting a possible security incident, the district should be able to answer the following questions.

- What is the allegation and where did it happen?
- Who is investigating the incident (name and title)?
- What exactly occurred and how did it occur?
- How many were involved or will be affected (staff and students)?
- What is the district's plan to ensure this type of incident does not occur in the future?
- Summary of determination.

In order to assist districts in investigating and documenting a possible test security violation, the following guidelines have been provided.

#### **Describe what occurred in the building/classroom during the test administration in the incident report form.**

- Have you determined if testing procedures were followed by all school staff?
- Have you interviewed all individuals who were involved in, or may have information about, the affected school/classroom(s)?
- If you found evidence indicating a violation, have you described exactly what happened and why?
- If you found evidence indicating a violation, did you prepare a timeline, if necessary, to establish when the event(s) occurred?

## CONSEQUENCES OF TEST SECURITY INCIDENTS

Consequences of violations may include invalidation of student test results and could result in civil legal liability for copyright violations. At either the school or district level, a test violation could result in the loss of a year's test results for the grade(s) and subject(s) affected by the test irregularity. There will be no opportunity to retest. When test results are invalidated, the student(s) do not receive test results for those content areas. The school district is responsible for explaining this to students' parents.

Disciplinary measures for educators and school staff should be determined by local school board policy. Depending on the severity of the test security violations, examples of disciplinary measures might include a written reprimand, suspension, or termination of contract. The DPI may also take disciplinary actions against department-licensed individuals.

Test security breaches involving student cheating can result in an unfair advantage for that student and compromise the validity of the standardized test. The tests for such students should be invalidated in that content area. Disciplinary measures for students are handled at the school or district level.

For more information about test security, see the [Test Security Manual](#) and [Forward Exam Test Security Training](#).

## SECURELY DESTROY MATERIALS

Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student's personally identifiable information (PII). Any printouts containing PII including test tickets, scratch paper, or graph paper must be collected and then securely shredded.

# Resources and Training Materials

It is the DACs/SACs responsibility to ensure staff in your district and schools are trained in test administration and security policies and procedures. DACs/SACs should read, view, and become familiar with ALL resources and training materials for the Forward Exam.

## ACCESSIBILITY

Available on the Forward Exam Accommodations and Supports

webpage <https://dpi.wi.gov/assessment/forward/accommodations>

Resource/Training Material	Description	Who
<i>Accessibility Guide</i>	Provides information about what universal tools, designated supports, and accommodations are available for those students who need them during the administration of the Forward Exam. This guide also provides descriptions and guidelines of each accessibility feature.	DAC, SAC, TA
Accessibility Training Video	Video provides training about accommodations and designated supports for the Forward Exam, including their descriptions and policies for use.	Optional DAC, SAC, TA
Multiplication Table	Non-embedded accommodation available only for grades 4-8. See Accessibility Guide for appropriate use.	DAC, SAC, TA
Read Aloud Guidelines	This document outlines the qualifications, guidelines, and procedures required for a test reader.	DAC, SAC, TA
Scribe Guidelines	This document outlines the qualifications, guidelines, and procedures required when using a scribe.	DAC, SAC, TA
Translator/Interpreter Guidelines	This document outlines the qualifications, guidelines, and procedures required when using a translator/interpreter.	DAC, SAC, TA
Word-to-Word Bilingual Dictionary	List of allowable bilingual dictionaries.	TA

## REPORTING AND DATA

Available on the Forward Exam Data and Results webpage <https://dpi.wi.gov/assessment/forward/data>

Resource/Training Material	Description	Who
Sample Parent ISR Cover Letter	Sample cover letter for use when sending home Individual Student Reports to parents/guardians. The letter is available in English, Spanish, and Hmong.	DAC, SAC
<i>User's Guide to Interpreting Reports</i>	This guide helps school and district staff access, understand, explain, and interpret the results of the Forward Exam.	DAC, SAC
What is an ISR? Informational Handout	This one page handout gives a brief explanation of each section of the ISR and was designed to go home to parents with ISRs. The handout is available in English, Spanish, and Hmong.	DAC, SAC, TA

## STUDENT AND STAFF PREPARATION RESOURCES AND TRAINING MATERIALS

Available on the Forward Exam Practice Tests/Sample Items webpage

<https://dpi.wi.gov/assessment/forward/sample-items>

Resource/Training Material	Description	Who
Administrator Tutorials	A series of videos that provide an additional method of explaining some of the various tasks in the eDIRECT Guide, and the use of some online accessibility features. These videos are only a supplement. The guides should be your primary resource for direction/information.	DAC, SAC, as needed, TAS for the administration of accessibility features (see pg 14 of this manual)
Item Samplers	The samplers contain samples of stimulus and test items similar to those on the Forward Exam. The items illustrate a sample of the content and types of items that students will encounter on the exam. A summary data table for each grade and content area identifies the alignment (standard measured), answer key, depth of knowledge, and annotations for each item.	Optional TAs, Students
Online Tools Training (OTT)	The OTT provides hands-on practice using the online tools included in the Forward Exam. In the OTT environment, students will practice signing on, selecting a test session, responding to different item types, using the many tools	TA, Students

Resource/Training Material	Description	Who
	available in the testing system, and navigating the review screen.	
Student Tutorials	A series of videos to familiarize students and TAs with the navigation and features of the Forward Exam and Online Tools Training.	TA, Students
Text Dependent Analysis (TDA) Item Samplers	The TDA Samplers are 3 grade-band documents that contain samples of TDA test questions, stimulus passages, and student responses.	TA, Students, Optional

## TECHNOLOGY

Available on the Forward Exam Technology Requirements webpage

<https://dpi.wi.gov/assessment/forward/technology>

Resource/Training Material	Description	Who
Capacity Estimator	This resource enables users to estimate the number of students who can test simultaneously in a school based on internet and local area network connection speeds.	
DTC Checklist	Checklist of DTC responsibilities from set-up through testing.	DTC, STC
System Requirements	This document describes the current system requirements for the Online Testing System, the Testing Site Manager (TSM), and Central Office Service (COS).	DTC, STC
Technology FAQs	Frequently Asked Questions regarding technology set-up and management.	DTC, STC
<i>Technology User Guide</i>	This user guide is a 5-volume document that describes how to configure, install, manage, and troubleshoot the software associated with the DRC INSIGHT system. Each volume covers a different aspect of the system including an introductory overview (Vol. I); the Testing Site Manager (Vol. II); Central Office Services (Vol. III); the INSIGHT app (vol. IV); and Troubleshooting (Vol. V).	DTC, STC
Technology Training (recorded)	This video training provides information about the setup, configuration, and monitoring of technology for the administration of the Forward Exam.	DTC, STC
Technology Q & A Sessions	To assist technology staff in preparation for the administration of the Forward Exam, DRC will host three online question and answer sessions in the months prior to the test window.	DTC, STC, Optional

## TEST ADMINISTRATION

Available on the Forward Exam Resources webpage <https://dpi.wi.gov/assessment/forward/resources>

Resource/Training Material	Description	Who
TA Checklist	Checklist of TA responsibilities from set-up through testing.	TA
<i>Test Administration Manual</i>	This manual provides Forward Exam test administrators with policy and procedure, student and classroom preparation, trouble-shooting information and, the test administration script for TAs including.	DAC, SAC, TA
Test Administrator Training	Video training that provides Forward Exam Test administrators (TAs) with everything they need to give the test from start to finish. This video is a supplement to the Test Administration Manual.	DAC, SAC use for training TA

## TEST SECURITY

Available on the Forward Exam Test Security webpage <https://dpi.wi.gov/assessment/forward/security>

Resource/Training Material	Description	Who
Confidentiality Agreements	Individual Forward Exam Confidentiality agreements for each role.	DAC, SAC, DTC, STC, TA, Report users (anyone working with the test)
<i>Test Security Manual</i>	The manual provides DPI policies for test security.	DAC, SAC, DTC, STC, TA
Test Security Training	PowerPoint training that provides information for Forward Exam test security.	DAC, SAC, DTC, STC, TA

## TEST SET-UP

Available on the Forward Exam Resources webpage <https://dpi.wi.gov/assessment/forward/resources>

Resource/Training Material	Description	Who
DAC Checklist	Checklist of DAC responsibilities from set-up through testing.	DAC
DAC/SAC Pretest Training Presentations	Two online video trainings.  One for new DACs to provide orientation to the yearly process of managing the Forward Exam from set-up to reporting.	DAC, SAC

Resource/Training Material	Description	Who
	One for returning DACs/SACs that goes over the changes to the Forward Exam program for the current administration.	
<i>eDIRECT Guide</i>	This guide provides step-by-step instructions on managing users and students in the eDIRECT system including adding users and students, assigning accessibility features, assigning test sessions, printing test tickets, monitoring testing status, assigning not-tested codes, and ordering Braille materials.	DAC, SAC
<i>Forward Exam Informational Brochure for Families</i>	This brochure provides an overview for families of the Forward Exam and was designed for districts and schools to use when sending home information about the upcoming assessment. (available in English, Spanish, and Hmong)	DAC, SAC, TA
SAC Checklist	Checklist of SAC responsibilities from set-up through testing.	SAC
Sample Parent Letter about Upcoming Assessment	Sample parent letter about the upcoming Forward Exam for school and district use. (available in English, Spanish and Hmong)	DAC, SAC, TA
Sample Test Schedules	Provides a couple of examples of how a district might arrange testing schedules for the Forward Exam.	DAC, SAC
Test Times	Provides estimated testing times for each content area and session for the Forward Exam. The Forward Exam is an untimed test. The times provided in this document are provided only to assist in scheduling.	DAC, SAC

# Test Schedules

## NOTE

Sample test schedules are possible schedules. You may adjust the number and length of sessions administered per day to fit your school's needs.

## TIP

You may administer more than one grade level and content area in a single make-up session. Ensure each student in the make-up session is read the appropriate test directions for their grade and content

## TESTING ORDER

You may administer the content areas and the sessions within, in any order that works for your schedule

## CREATING YOUR TEST SCHEDULE

Given the variety of conditions at each school, it is not possible to provide one ideal testing schedule that can be implemented in every setting. In planning your testing schedule consider the facilities, resources, and daily schedules of your school, as well as the ability to conduct the testing in a manner that will encourage and allow for student success. Sample test schedules are available on the Forward Exam Resources webpage.

Be sure your staff understand the Forward Exam is an untimed test and students should be allowed as much time as they need (within reason) to finish the sessions. However, educators should use professional judgement about when to call an end to a student's testing. If they notice a student has been on a particular item for a long period of time, the TA should encourage the student to flag the item and return to it later or make their best attempt to answer and move on.

## BACK-UP PLANS

When creating your testing schedule be sure to include a contingency or back up plan. When administering an online test, technical issues may arise from time-to-time. It is strongly recommended that districts have a plan for students and educators if a situation occurs. Removing students from a testing situation that is not functioning and returning them to their regular schedule is recommended to keep frustration levels low. Building days into your testing schedule for these situations ensures you have plenty of time to test all of your students.

# eDIRECT and INSIGHT

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The two online systems that support the Forward Exam are eDIRECT and INSIGHT.

## WHAT IS EDIRECT?

eDIRECT is the Forward Exam Portal. Through eDIRECT, educators (depending on permission level) are able to:

- View documents (guides, manuals, etc.) and announcements from DRC
- Download testing software (INSIGHT application, TSM, COS)
- View student and administrator tutorials
- Add/edit/inactivate users
- Order Braille test materials
- Manage student information, accessibility features, and student transfers
- View student status dashboard, which allows users to monitor how many and which students have completed, are in progress, or have not started testing
- Manage test sessions
- Print test tickets
- Access the Device Toolkit
- Access student demographic file download, electronic Individual Student Reports (ISRs) and summary data, and status reports.

Detailed instructions are provided in the *eDIRECT Guide* available on the [Forward Exam Resources webpage](#).

## WHAT IS INSIGHT?

INSIGHT is the secure browser through which students take the Forward Exam. DTCs download the INSIGHT software to the devices that will be used for testing.

Details are provided in the *Technology User Guide*, available on the [Forward Exam Technology Requirements webpage](#).

# Accessibility

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The DAC/SAC are the only individuals who have permissions to add accessibility features to eDIRECT for students. This does not mean you should be assigning these permissions to staff that are not in these roles, but collecting the information from your educators and entering the accessibility features yourself. This is a security measure. Assigning inappropriate permissions is a security violation. See the roles and permissions matrix in the *eDIRECT Guide*.

The DAC/SAC are also the only individuals who should be submitting accommodation request forms (listening script, Print on Demand, etc.). Educators should be discussing any need for an accommodation request form with you to ensure it would be appropriate. Then you as the DAC will work with the educator to complete and submit the form. You should be aware of each request for accommodation form submitted by your school/district.

# Student Transfers

## NOTE

eDIRECT Guide Appendix provides detailed information and example scenarios about how to manage district-to-district transfers

Students transfer in and out of schools and districts throughout the year. It is important to stay up to date with student movement in eDIRECT by requesting a transfer for an arriving student as soon as they begin attending school. It is the DAC's/SAC's responsibility to ensure these students are being tested (or completing testing) if they move into the district at any time during the testing window.

For step-by-step instructions about transferring students refer to the *eDirect Guide*.

# Prior to the Close of the Testing Window

After testing for a grade level/content area is completed, the DAC/SAC should review the Testing Status for all students in eDIRECT and communicate with TAs to resolve any tests that appear as “In Progress” or “Not Started.” Step-by-step instructions on how to check student status are found in the *eDIRECT Guide*.

The DAC/SAC should double-check all student demographic data for completeness and accuracy. Reporting in eDIRECT is based on student demographics as they are found in eDIRECT. Accountability and WISEdash reporting is based primarily on student data submitted to DPI through the WISEdata system.

All students should be enrolled in test sessions (details below), including those who were not/will not be tested. All students in grades 3-8 and 10 should be administered the appropriate Forward Exams. Any students not tested need to be assigned the appropriate “Not-Tested” codes (NTCs) – including students who were administered the DLM. Codes need to be assigned before the close of the testing window. If you assign NTC codes using the Multiple Student Upload process during the Add Accessibility Feature window, those students will be placed into not-tested sessions by school, grade level and content area. See eDIRECT Guide for more information.

## Locating Students Not in Test Sessions

As mentioned above, all students should be assigned to test sessions. Students not enrolled in test sessions will be counted as not tested. If a student is not enrolled in any test sessions, they will not appear on the Student Status Dashboard for monitoring. To determine if you have any students not assigned to test sessions:

- Under “All Applications” select, “Student Management” then select the “Manage Students” tab.
- Select your district and school, and select “none” for session assignment. Leave all other fields blank. A list of students will appear for you to review in eDIRECT.
- If you are interested in downloading this information to an Excel file, scroll to the bottom of the page and export to Excel and save in a secure location using the file name, “[DISTRICT NAME] Students With No Session [CURRENT DATE].”

For those districts and schools that have enabled response caching on a Testing Site Manager (TSM), the DAC should also work with the DTC to check the TSM to ensure there are no unsent responses. The TSM is

## NOTE

Student Status Dashboard may be used to check status of student testing in schools.

## NOT TESTED CODES

3-8 and 10 should be administered the appropriate Forward Exams. Students who were not tested need to be assigned the appropriate “Not-Tested” codes.

designed to send responses to DRC's servers on an on-going basis, however network connectivity can sometimes prevent responses from being sent. If responses remain in the TSM at the close of the testing window, these responses may not be captured and scored.

## NON-TEST PARTICIPANTS

All students in grades 3-8, and 10 must be accounted for by participating in the Forward Exam or the Alternate Assessment (DLM). If students are not able to participate due to unique circumstances, those students must be accounted for through eDIRECT by selecting the appropriate Not-Tested Code (NTC - see table below) that explains why they were not tested. NTCs must be entered for each content area in which the student will/did not participate. The student should remain in the test session in order to view the NTC. The only NTC that will override any testing completed is parent-opt out. **If you are entering a NTC code and the student has completed some or all testing please contact DPI for further guidance.** For information about entering NTCs reference the *eDIRECT Guide*. Contact DPI at (608) 267-1072 with questions.

Not Tested Code	Code Description	Rationale for Use
PAR	Parent Opt-out	Parent opted student out of testing. This student will count as a non-test participant for reporting and accountability purposes. Opt out may come from the parent/guardian at any time during testing. A student cannot be opted out of one content area, the opt-out applies to the entire Forward Exam. The student will not receive a score for any testing already completed prior to the opt-out.
SME	Significant Medical Emergency	A significant medical emergency is a significant health impairment that renders the student incapable of participating in any academic activities, including state assessments, <b>for the entire testing window</b> . Districts should maintain documentation of the circumstance within their district ( <a href="#">see significant medical emergency guidance and form</a> ). The student will be excluded from test participation and achievement-based accountability calculations. You must enter a non-participation code of "Significant medical emergency" for the student in eDIRECT.
RTR	Recent Trauma	Student encountered a recent trauma rendering him/her incapable of testing. This student will count as a non-test participant for reporting and accountability purposes.
INV	Invalidated	Invalidation is often the outcome for assessments impacted by a test security incident. This student will count as a non-test participant for reporting and accountability purposes. Invalidations should be run past DPI prior to being initiated. Invalidation is for an entire content area (not just a session within).

Not Tested Code	Code Description	Rationale for Use
SAE	Student Absent for Entire Window	Student was absent for the entire window. This student will count as a non-test participant reporting and for accountability purposes.
NLE	No Longer Enrolled	Student is no longer enrolled in the school. This student will not be included in accountability calculations. If a student moved out of state but took some of the Forward Exam please contact DPI for further guidance. (see
RAE	Recently Arrived ELL (for ELA)	Student enrolled in a US school within the last 12 months prior to the beginning of testing. Student may be exempt from the ELA assessment. Students must participate all other content areas for their tested grade. This student will not count as a non-test participant for accountability, but will be reported as a non-participant in public reporting. If a student who is exempt from the ELA assessment took all or part of the ELA test please contact DPI for further guidance.
ALT	Alternate Assessment	Student participated in the Dynamic Learning Maps (DLM). If a student who is taking the DLM assessment took part or all of the Forward Exam please contact DPI for further guidance.
OTH	Other	Any other reason. The student will count as a non-test participant for reporting and accountability purposes.

# Data and Reporting

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DACs need to understand how to access, read, and explain Forward Exam data. They must train others to do so and answer questions from district/school staff, parents, and the community about the data. DACs should be able to show staff where to find the information to link the data to the standards and what students should know at that grade level and content area.

Every year the Forward Exam data is embargoed until the state data press release in the fall. The Office of Student Assessment (OSA) will provide the date of the press release (also the date marking the end of the embargo) as soon as it is available. Contact OSA with any questions regarding the embargo.

## INDIVIDUAL STUDENT REPORTS

Individual Student Reports (ISRs) will be available in eDIRECT. Details about accessing these reports can be found in the *User's Guide to Interpreting Reports*.

Districts will also receive paper copies of ISRs. Two copies of each ISR will be provided. One copy is intended for the student's cumulative record and the other is intended to be sent to the student's parent/guardian.

Every year the Forward data is embargoed until the State Data Press Release. This embargo encompasses all assessment data for the Forward Exam with the exception of the ISRs. ISRs should be sent home to parents (or securely posted to parent portals) as soon as possible. If a student moved out of your district prior to arrival of the ISRs, the student's ISR should be securely sent to the receiving district.

## DISTRICT AND SCHOOL SUMMARY AND ROSTER REPORTS

Summary and Roster reports will be available electronically in eDIRECT. Details about accessing these reports can be found in the *User's Guide to Interpreting Reports*.

The Student Roster report results can help educators assess their schools' class level and individual student strengths for each subject and reporting category.

The Summary Report Dashboard presents educators with key information on how well their school performed on the Wisconsin Forward Exam.



## APPENDIX A: TEST ADMINISTRATOR/PROCTOR (TA) CHECKLIST

Test Administrator - Activity	Target Completion Date	Resource
<b>BEFORE TESTING</b>		
<input type="checkbox"/> Attend your school or district's training session if one is offered and review all Forward Exam test administration and policy documents, particularly the <i>Test Administration Manual (TAM)</i> , <i>Test Security Manual</i> , and <i>Accessibility Guide</i> .	3 weeks prior to testing	TAM
<input type="checkbox"/> View the Test Administrator Training Video	3 weeks prior to testing	TAM
<input type="checkbox"/> View Administrator Tutorials described in the TAM		
<input type="checkbox"/> Show students the Student Tutorial.	2-3 weeks prior to testing	TAM
<input type="checkbox"/> Provide students the opportunity to work in the Forward Exam Online Tools Training (OTT) to build familiarity with the system, item types, tools, and accessibility features. <input type="checkbox"/> Provide students the opportunity to work through the Forward Exam Item Samplers (practice tests). <input type="checkbox"/> Review the Text Dependent Analysis (TDA) Samplers with students to ensure they understand what is expected from that question.	2-3 weeks prior to testing	TAM  Item Samplers  TDA Item Samplers
<input type="checkbox"/> Work with SAC to ensure that each student's enrollment information has been loaded into eDIRECT and is accurate for each student.	2 weeks prior to testing	eDIRECT guide
<input type="checkbox"/> Work with SAC to ensure that each student's accessibility features in eDIRECT matches their IEP or other relevant documentation as appropriate. Contact SAC to update information if necessary.	2 weeks prior to testing	Accessibility Guide
<input type="checkbox"/> Work with DTC/STC to ensure that INSIGHT has been installed on any devices/computers(s) on which students will be testing.	2 weeks prior to testing	Technology User Guide
<input type="checkbox"/> Review Test Administration Script (in TAM) <input type="checkbox"/> Work with the SAC to identify students who will need specialized equipment for supports and accommodations.	2 weeks prior to testing	TAM  Accessibility Guide

Test Administrator - Activity	Target Completion Date	Resource
<input type="checkbox"/> Review standardized protocols for read aloud and scribing, if necessary.		
<input type="checkbox"/> Communicate to students the need for headphones in order to take the ELA Exam.  <input type="checkbox"/> Identify any students who may not have their own headphones and make arrangements with the school to have headphones available for those students. Counts should be determined prior to testing.  <input type="checkbox"/> Have extra headphones on hand for students who may forget to bring theirs.	1 week prior to testing	TAM
Verify the security of the testing environment by: <ul style="list-style-type: none"> <li><input type="checkbox"/> Reviewing all security procedures and guidelines in the TAM.</li> <li><input type="checkbox"/> Ensuring that students have access to only allowable resources</li> <li><input type="checkbox"/> Making sure that no instructional materials directly related to the content of the tests are visible to students. (removing or covering any materials on walls and desks)</li> <li><input type="checkbox"/> Reminding students that cell phones/smartwatches and other electronic devices are not allowed during a testing session (even after they have finished testing)</li> <li><input type="checkbox"/> Providing adequate spacing between devices or visual barriers</li> </ul>	1 week prior to testing	TAM
DURING TESTING		
<input type="checkbox"/> Administer the Forward Exam following the procedures and policies in the TAM.  <input type="checkbox"/> Read the Test Administration Script verbatim to students.  <input type="checkbox"/> Ensure all students who require supports or accommodations receive them during the Forward Exam.  <input type="checkbox"/> Check to ensure all online supports and accommodations are functioning properly prior to the student clicking <u>Begin the Test</u> .	Ongoing during administration	TAM

Test Administrator - Activity	Target Completion Date	Resource
<p>Ensure the security of the testing environment</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Remain in the classroom and actively monitor testing</li> <li><input type="checkbox"/> Ensure students have access to only allowable resources</li> <li><input type="checkbox"/> Ensure cell phones/smartwatches and other non-allowed electronic devices are not present in the testing environment</li> <li><input type="checkbox"/> Ensure no photos, tweets, snapchats, email etc. of Forward Exam items or content.</li> <li><input type="checkbox"/> Ensure no instructional materials directly related to the content of the tests are visible to students. (remove or cover any materials on walls and desks)</li> <li><input type="checkbox"/> Document and report any potential test security issues and report to the SAC immediately after learning of the incident.</li> </ul>	Ongoing during administration	TAM
<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure adequate space between students during testing to minimize opportunities to look at each other's screen (or provide visual barriers).</li> <li><input type="checkbox"/> Assist any student with technical issues or lack of required support or accommodation immediately.</li> </ul>	Ongoing during administration	TAM
<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan a quiet activity ahead of time for students who finish testing early. The activity should not be related to the test being given or on an electronic device. For example, students who finish early may work on assignments for unrelated subjects or read a book.</li> </ul>	Ongoing during administration	TAM
<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure proper handling of all printed test materials, scratch paper, and test tickets. Collect all test materials and test tickets each day of testing and destroy according to security policy.</li> </ul>	Ongoing during administration	TAM
<ul style="list-style-type: none"> <li><input type="checkbox"/> Raise any technical issues with the SAC or school technology coordinator (STC) immediately for resolution.</li> </ul>	Ongoing during administration	
<b>AFTER TESTING</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Securely dispose of all printed testing materials, including test tickets, print-on demand documents, and scratch paper in a secure manner</li> </ul>	Immediately after testing	TAM

Test Administrator - Activity	Target Completion Date	Resource
<input type="checkbox"/> Follow-up and report any outstanding test security incidents.	Immediately after testing	TAM Test Security Manual
<input type="checkbox"/> Ensure 1:1 testing devices (such as iPads or Chromebooks that go home with students) have been completely exited out of the testing system before the device leaves the testing room.	Immediately after testing	

## APPENDIX B: TROUBLESHOOTING

### Student Accidentally Completed (submitted) a Test – Now what?

Occasionally a test will be submitted prior to completion. If the you believe this has occurred, contact the SAC/DAC. The DAC can check the number of completed responses in eDIRECT and possibly have the test unlocked.

### Advancing an ELA Passage

If a reading passage has multiple pages in the passage, pages are turned forward by tapping or clicking on the right side of the passage. Pages can be turned back by tapping or clicking on the left side of the passage.

### Audio Volume is Too Low

If a student is using the TTS support or accommodation, or completing the listening portion of the ELA assessment and cannot hear the audio, be sure to check that the volume setting of the testing device is set to an appropriate level. In order to access the device volume setting you may be required to log out of the test and close the INSIGHT app. Please refer to the pausing the test directions in this manual.

### TTS is not Working Correctly

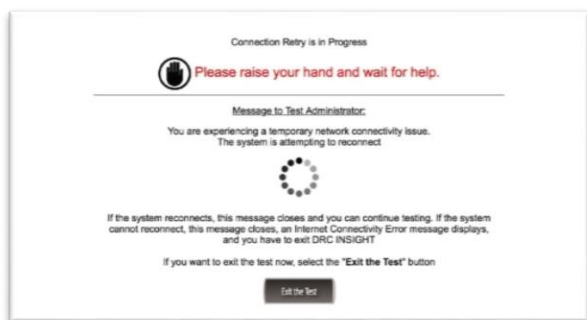
Ensure that the device's volume setting is set to an appropriate level. Ensure that TTS appears on the student's test ticket. If TTS is not on the ticket, see the decision tree in Appendix F to determine next steps. See Appendix D for additional information about error messages or contact your technology coordinator.

### Student was Given the Wrong Accommodation/Support or no Accommodation/Support

See Appendix F: Decision Tree for a Student who did not have Accessibility Feature Available during Testing, to determine next steps.

### Student's INSIGHT application is unable to transmit a student response

If a student's response is not successfully transmitted on the first attempt, the INSIGHT app will automatically attempt to send the response an additional two times.



If the third attempt is unsuccessful, a warning screen will pop-up asking the student to wait while the system continues to attempt additional transmissions.

If the issue is not resolved in 5 minutes, a new error message will pop-up alerting the student that they have been exited from the test. See Appendix D for additional information on error messages and contact you technology staff.



**Student is unable to enter quotation marks in the TDA item**

The student's Chrome device keyboard is set to "US International". Have the student exit the test without submitting. Change the setting of the keyboard to "US Keyboard". Log the student back in to ELA Session 1 and allow them to continue testing. The quotation marks should now be accessible.

## APPENDIX C: FORWARD EXAM TEST TIMES

The Forward Exam is an untimed test. The following are suggested testing times provided by DRC to be used only as guidance to assist with scheduling for the Forward Exam. It is important to remember that students may take more time or less time to complete the test based on effort and ability levels.

Forward Estimated Testing Times (in minutes)				
Grade Level	ELA	Mathematics	Science	Social Studies
3	130	90	NA	NA
4	130	90	120	70
5	130	90	NA	NA
6	130	105	NA	NA
7	130	105	NA	NA
8	130	115	120	70
10	NA	NA	NA	70

English Language Arts (ELA) Estimated Testing Times (in minutes)					
Grade Level	Session 1 TDA Writing Prompt	Session 2 Writing/ Language	Session 3 Listening	Session 4 Reading	Total Testing Time
3	40-60	20	20	50	130
4	40-60	20	20	50	130
5	40-60	20	20	50	130
6	40-60	20	20	50	130
7	40-60	20	20	50	130
8	40-60	20	20	50	130

Mathematics Estimated Testing Times (in minutes)			
Grade Level	Session 1	Session 2	Total Testing Time
3	45	45	90
4	45	45	90
5	45	45	90
6	45	60	105
7	30	75	105
8	35	80	115

Science Estimated Testing Times (in minutes)				
Grade Level	Session 1	Session 2	Session 3	Total Testing Time
4	40	40	40	120
8	40	40	40	120

Social Studies Estimated Testing Times (in minutes)			
Grade Level	Session 1	Session 2	Total Testing Time
4	35	35	70
8	35	35	70
10	35	35	70

## APPENDIX D: COMMON ERROR MESSAGES

Upon launching INSIGHT	
<p><b>Error Message Text/Screen</b></p> <p>“Configuration Not Found</p> <p>Please raise your hand and wait for help.</p> <p>Contact your technical resource and provide them with the following information:</p> <p>DRC INSIGHT cannot retrieve the configuration profile associated with this device because it cannot find the Device Toolkit ORG Unit ID. The ORG Unit ID was entered incorrectly, was deleted, or was not assigned to this device.</p> <p>Click Assign Device to ORG Unit to enter the correct ORG Unit ID, or click Cancel to end the process.”</p>	
Likely Cause(s)	Action to Take
<ul style="list-style-type: none"> <li><input type="checkbox"/> Testing device has not been registered in an ORG Unit in the COS - Device Toolkit</li> <li><input type="checkbox"/> The ORG Unit ID provided to the device (e.g. via configuration file) was invalid</li> <li><input type="checkbox"/> Testing device has been removed from an ORG Unit in the Device Toolkit</li> </ul>	<p>Ask your technology coordinator for assistance with the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The testing device must be assigned a valid ORG Unit ID.</li> <li><input type="checkbox"/> Verify that the ORG Unit ID (all numeric) is correct</li> <li><input type="checkbox"/> Click “Assign Device to ORG Unit” button to manually assign an ORG Unit ID. Click “Cancel” to enroll the device another way such as distributing a configuration file via MDM software.</li> </ul>
<p><b>Error Message Text/Screen</b></p> <p>“&lt;Operating System&gt; is not supported by DRC INSIGHT</p> <p>Please raise your hand and wait for help.</p> <p>Message to Test Administrator:</p> <p>The version of the operating system on this testing device is not supported by the DRC INSIGHT team.</p> <p>Please contact DRC Support if you have questions.</p> <p>Select Exit to return to the Test Sign In page.”</p>	

Likely Cause(s)	Action to Take
<input type="checkbox"/> The client machine operating system is no longer supported by DRC INSIGHT	<input type="checkbox"/> All testing devices must have operating systems included among those listed in the <a href="#">Supported System Requirements</a> documentation.
<div data-bbox="215 422 1404 772" style="border: 1px solid #ccc; border-radius: 15px; padding: 10px; background-color: #e6f2ff;"> <p><b>Error Message Text/Screen</b></p> <p>“Your client is out of date Please raise your hand and wait for help. Message to Test Administrator: Your session has been ended because your client is out of date. We will now attempt an upgrade.”</p> </div>	
Likely Cause(s)	Action to Take
<input type="checkbox"/> The INSIGHT application on the device is not the most current version and needs to be upgraded	<p>Ask your technology coordinator for assistance with the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> On Windows, Mac and Linux client machines, click the “Upgrade” button on the error screen to download and upgrade INSIGHT software on the device.</li> <li><input type="checkbox"/> On iOS, ChromeOS, and Android devices, click the “Cancel” and follow the instructions in the Technology User Guide for updating INSIGHT on that device platform.</li> <li><input type="checkbox"/> NOTE: ChromeOS devices will automatically update INSIGHT software as new versions become available.</li> </ul>

**Error Message Text/Screen**

"Your client failed the Readiness Check

Please raise your hand and wait for help.

Message to Test Administrator:

Your session has been ended because your client is not supported. Please click the OK button to proceed.

It is possible that the browser that you are using is unsupported. Please download the latest version of Chrome."

**Likely Cause(s)**

- ☐ INSIGHT was unable to contact all system resources needed for testing including DRC servers, Device Toolkit, and/or TSM
- ☐ INSIGHT has detected an unsupported client (e.g. the user is attempting to log in to a secure test while in a browser other than INSIGHT or the user is attempting to log into to an OTT using an older version of Chrome or other non-supported browser).

**Action to Take**

Ask your technology coordinator for assistance with the following:

- ☐ Verify client access to the Internet
- ☐ Verify user is using INSIGHT for secure testing
- ☐ Verify that user is using current version of Chrome browser or INSIGHT for Online Tools Training.

**Error Message Text/Screen**

"Connection Error

Please raise your hand and wait for help.

Message to Test Administrator:

This computer can no longer connect to the local Content Management and/or Content Hosting server(s) that is configured for this device.

The connection must be restored before the user can continue testing.

If this is the first time you are seeing this message, please try connecting again.

Please contact your local IT staff to verify network and local Content Management and/or the Content Hosting server(s) is working. They can contact DRC Customer Support if they need additional help to resolve the matter."

Likely Cause(s)	Action to Take
<ul style="list-style-type: none"> <li><input type="checkbox"/> INSIGHT client is unable to contact the COS device or TSM during the Readiness Check.</li> <li><input type="checkbox"/> COS or TSM may be unresponsive</li> <li><input type="checkbox"/> Network failure or latency may result in this error</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Click OK button and re-launch INSIGHT If the problem persists, contact technology staff and they</li> <li><input type="checkbox"/> Verify that the COS or TSM is responding</li> <li><input type="checkbox"/> Verify that network infrastructure is not over-loaded (e.g. wireless access points)</li> <li><input type="checkbox"/> Verify that the client device can connect to the COS or TSM server (e.g. open the TSM management page in a browser on the client device or check COS status in Central Office dashboard).</li> </ul>
Upon logging in	
<div style="border: 1px solid #ccc; border-radius: 10px; padding: 10px; background-color: #e6f2ff;"> <p><b>Error Message</b></p> <p>“Please raise your hand and wait for help.”</p> <p>“Message to Test Administrator:</p> <p>The device’s operating system has been updated, and is in the process of being certified by DRC.</p> <p>The DRC INSIGHT application should perform as intended, but if you have questions, please contact your Technology Coordinator.</p> </div>	
Likely Cause(s)	Action to Take
<ul style="list-style-type: none"> <li><input type="checkbox"/> The client Operating System is newer than those explicitly supported by DRC INSIGHT.</li> <li><input type="checkbox"/> In general, DRC software applications offer Best Effort Support of new versions of an operating system within one month of public availability of the new version and Full Support within three months of public availability of the new version, or by the next release date of the DRC application, whichever duration is greater.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Users are advised that their Operating system is not yet fully supported but they are able to continue testing.</li> <li><input type="checkbox"/> User can click the “Continue” button to begin testing or click the “Exit” button to leave INSIGHT.</li> </ul>

**Error Message Text/Screen**

"WBTE Version Error

Please raise your hand and wait for help

Message to Test Administrator:

The testing software on the DRC server has been updated since you last logged in – a more current version is available.

To update your software to the latest version (required), click OK and log in again." This device is using <Operating System version>"

**Likely Cause(s)**

- ☐ The Web Based Testing Engine (WBTE) software loads into the INSIGHT app when the user navigates to the login page. This error appears when the version of the WBTE currently loaded in the INSIGHT app is not the most current.

**Action to Take**

- ☐ Click "OK" on the error screen to reload the WBTE and return to the login screen.
- ☐ Exiting INSIGHT when not actively testing will avoid this error

**Login screen****Error Message Text/Screen**

"Invalid Username or Password. Please try again"

**Likely Cause(s)**

- ☐ Username is incorrect
- ☐ Password is incorrect

**Action to Take**

- ☐ Verify that Username and Password are correctly entered.

**Error Message Text/Screen**

"Connection to server failed. Please contact administrator"

**Likely Cause(s)**

- ☐ INSIGHT is unable to connect to DRC servers to validate the login.

**Action to Take**

- ☐ Verify that the device has an active connection to the Internet

## During the test

### Error Message Text/Screen

"TSM Connection Error – Responses May Be Stored

Please raise your hand and wait for help.

Message to Test Administrator:

Error Message <error message>

This computer can no longer connect to the Testing Site Manager (TSM).

The connection must be restored before the student can continue testing.

Please contact your local IT staff to verify network and TSM connections are working. The can contact DRC Customer Support if they need additional help to resolve the matter."

### Likely Cause(s)

- ☐ A request to the TSM (e.g. request for an audio file or an attempt to send a student response was unsuccessful.
- ☐ Three primary scenarios:
- ☐ Network latency/failure
- ☐ TSM content is not up to date
- ☐ TSM is not responsive

### Action to Take

Ask Technology staff to

- ☐ Verify that the TSM is running and responsive by checking the TSM management page.
- ☐ Verify that the content on the TSM is up to date.
- ☐ Verify that network infrastructure is not over-loaded (e.g. wireless access points)
- ☐ Verify that the client device can connect to the TSM (e.g. open the TSM management page in a browser on the client device).

### Error Message Text/Screen

"Connection Retry is in Progress

Please raise your hand and wait for help.

Message to Test Administrator:

You are experiencing a temporary network connectivity issue. The system is attempting to reconnect.

If the system reconnects, this message closes and you can continue testing. If the system cannot reconnect, this message closes, and Internet Connectivity Error message displays, and you have to exit DRC INSIGHT

Likely Cause(s)	Action to Take
<ul style="list-style-type: none"> <li><input type="checkbox"/> INSIGHT has been unable to complete a transaction with DRC servers over the Internet on the first three attempts.</li> <li><input type="checkbox"/> Wireless disruption, latency or saturation has momentarily delayed a successful transmission.</li> <li><input type="checkbox"/> Network interruption or latency, Server error or other service problem.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> If this warning message is limited to few devices, ask the student(s) to wait for the system to attempt to successfully transmit the response. This message will display for up to 5 minutes while the system continues to attempt to transmit. Once the message is successfully transmitted, students will be able to resume testing right away. In most cases this will happen in a relatively short amount of time.</li> <li><input type="checkbox"/> Moving the affected student to a different testing device may help.</li> <li><input type="checkbox"/> If many students see this error in a short window of time, or if a known network issue has occurred, ask students to select the "Exit the Test" button and contact technology staff to address the issue.</li> </ul>
<div style="background-color: #e6f2ff; border: 1px solid #000; border-radius: 10px; padding: 10px;"> <p><b>Error Message Text/Screen</b></p> <p>"Internet Connection Error</p> <p>Message to Test Administrator</p> <p>There has been an interruption in Internet connection.</p> <p>The student may be moved to another computer to continue testing.</p> <p>If this error persists, contact your local IT staff to verify network and Internet connections are working. They can contact DRC Customer Support if they need additional help to resolve the matter."</p> </div>	
Likely Cause	Action to Take
<ul style="list-style-type: none"> <li><input type="checkbox"/> INSIGHT has been unable to complete a transaction with DRC servers over the Internet.</li> <li><input type="checkbox"/> Network interruption or latency, Server error or other service problem.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> If the student machine displaying error is the only one with this problem, having the student switch machines may help. If the problem is happening more widely, contact technology staff to verify network and Internet connections for latency and interruptions.</li> <li><input type="checkbox"/> If network and Internet connections are working, consult the <a href="#">WI System Status</a> website for information INSIGHT system issues</li> </ul>

After clicking the “Upgrade” button on error screen

**Error Message Text/Screen**

“Download of Upgrade Failed

Please raise your hand and wait for help.

Message to Test Administrator:

Your upgrade failed because the download was unsuccessful.”

**Likely Cause(s)**

- ☐ INSIGHT is unable to contact DRC servers to download upgrade package.
- ☐ User clicked “Upgrade” on iOS, ChromeOS, or Android device.
- ☐ Installed version of INSIGHT does not support “Upgrade” to new version

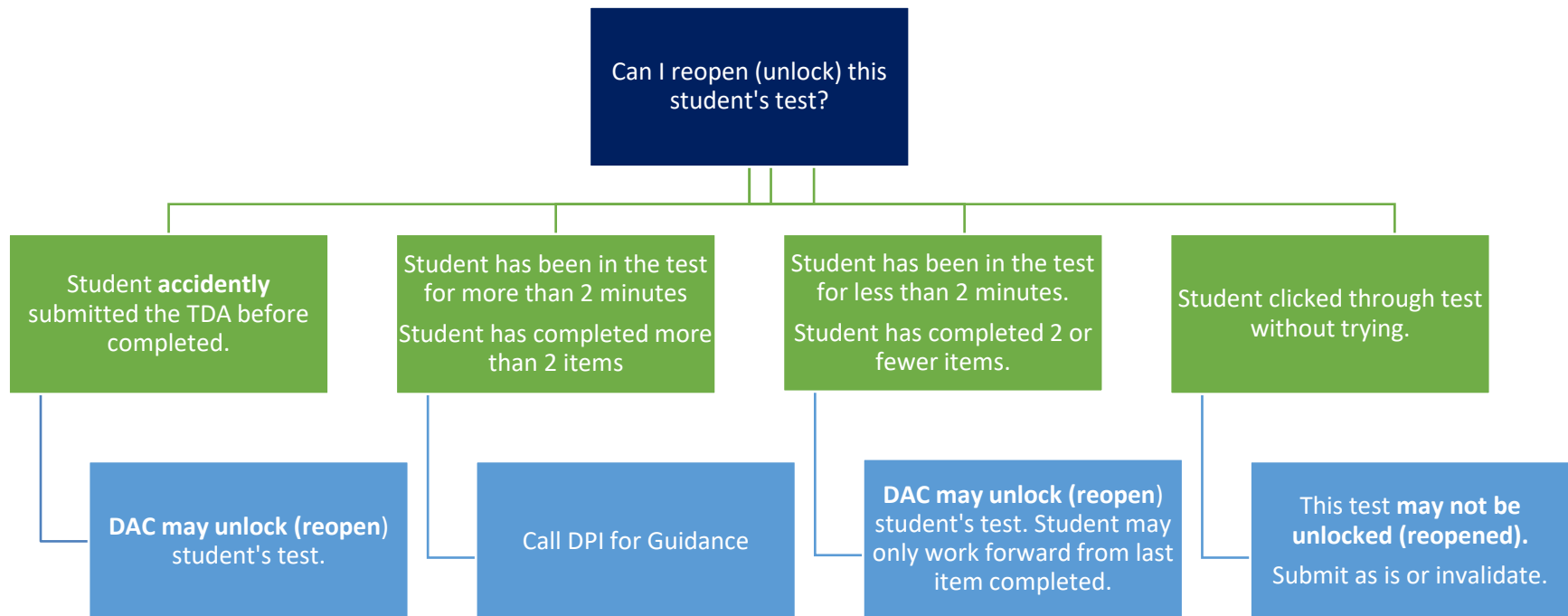
**Action to Take**

Ask your technology coordinator for assistance with the following:

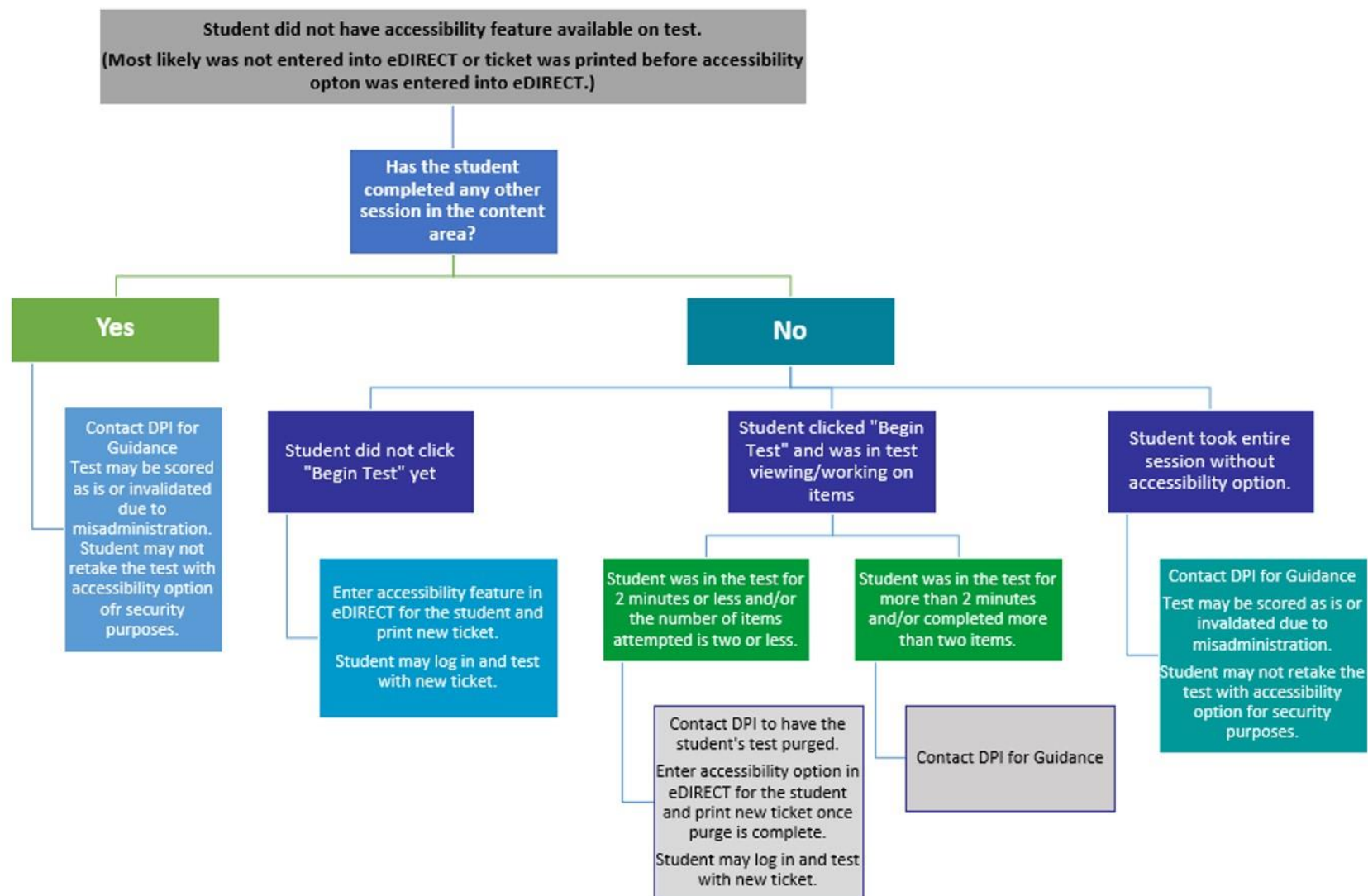
- ☐ Verify client connection to Internet
- ☐ If updating on iOS, ChromeOS, or Android device, consult Technology User Guide for steps
- ☐ Uninstall INSIGHT manually from client by launching Uninstaller from the installation directory then download and install the current version of INSIGHT from eDIRECT.



## APPENDIX E: DECISION TREE FOR UNLOCKING A STUDENT'S TEST

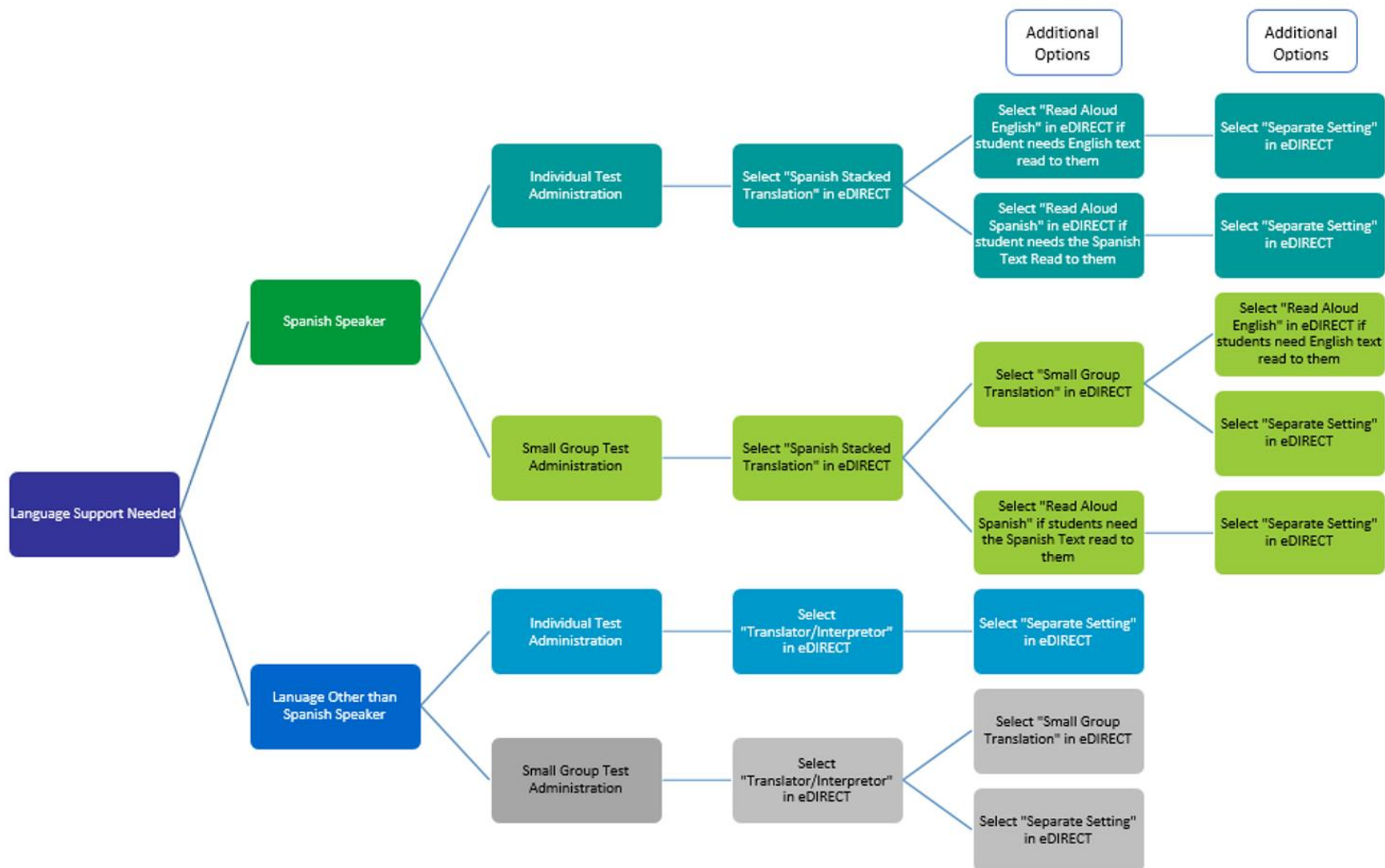


## APPENDIX F: DECISION TREE FOR A STUDENT WHO DID NOT HAVE ACCESSIBILITY FEATURE AVAILABLE DURING TESTING



## APPENDIX G: DECISION TREE TO ASSIST IN SELECTION OF SUPPORTS FOR ENGLISH LEARNERS.

**Reminder:** Only select supports the student needs and uses regularly in the classroom.



## APPENDIX H: ACCESSIBILITY FEATURES AND ABBREVIATED CODES

Abbreviation	Description	Accommodation / Designated Support	Embedded / Non-Embedded
CC	Color Choices	Designated Support	Embedded
CTC	Contrasting Color	Designated Support	Embedded
RC	Reverse Contrast	Designated Support	Embedded
MSK	Masking	Designated Support	Embedded
ST	Stacked Translations (Spanish)	Designated Support	Embedded
TTS	Text-to-Speech	Designated Support	Embedded
AD	Amplification Device	Designated Support	Non-Embedded
BD	Word-to-word Bilingual Dictionary	Designated Support	Non-Embedded
CO	Color Overlay	Designated Support	Non-Embedded
MAG	Magnification	Designated Support	Non-Embedded
NB	Noise Buffers	Designated Support	Non-Embedded
RA	Read Aloud	Designated Support	Non-Embedded
RAS	Read Aloud in Spanish	Designated Support	Non-Embedded
SC	Scribe	Designated Support	Non-Embedded
SS	Separate Setting	Designated Support	Non-Embedded
SGT	Small Group Translation	Designated Support	Non-Embedded
TI	Translator / Interpreter	Designated Support	Non-Embedded
VSL (ASL)	Video Sign Language	Accommodation	Embedded
C CAP	Closed Captioning	Accommodation	Embedded
AB	Abacus	Accommodation	Non-Embedded
ARO	Alternate Response Options	Accommodation	Non-Embedded
BRL	Braille	Accommodation	Non-Embedded

Abbreviation	Description	Accommodation / Designated Support	Embedded / Non-Embedded
NEC	Calculator	Accommodation	Non-Embedded
LS	Listening Scripts	Accommodation	Non-Embedded
MT	Multiplication Table	Accommodation	Non-Embedded
POD	Print-on-Demand	Accommodation	Non-Embedded
RAP	Read Aloud	Accommodation	Non-Embedded

## GLOSSARY

<b>Accommodations</b>	Changes in procedures or materials that increase equitable access during the Wisconsin Forward Exam. Assessment accommodations allow students to access assessment content to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans.
<b>Break/Pause</b>	Action taken by a student or Test Proctor to temporarily halt the test during any part of the test, as needed. The online assessment provides an opportunity to pause the test for up to 20 minutes.
<b>Designated Supports</b>	Accessibility features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student).
<b>District Assessment Coordinator (DAC)</b>	Designated district staff member who is responsible for overseeing the implementation of the Forward Exam. The DAC can upload, add, modify, and remove student records and is responsible for ensuring all school-level test administrators have received adequate training on test administration, test security, and testing policies/practices.
<b>eDIRECT</b>	The Wisconsin Assessment Program Portal—from which the assessment will be managed.
<b>eDIRECT Test Session</b>	A grouping of students in eDIRECT that are assigned to the same test. Sessions can be large (for instance, all 3 <sup>rd</sup> grade students at a school who are taking the ELA test may be grouped into one “Grade 3 ELA” test session), or sessions can be broken up by students who will be taking the same test at the same time. All students must be enrolled in a test session for each subject area tested.
<b>INSIGHT</b>	INSIGHT is the secure, browser-based test engine for the Wisconsin Forward Exams.
<b>Item</b>	A test question or stimulus presented to a student to elicit a response.
<b>School Assessment Coordinator (SAC)</b>	Designated school staff member responsible for monitoring the test schedule, process, and test administrators /proctors (TA). SACs are also responsible for ensuring the TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures.
<b>Session</b>	A part of a test requiring a login using a test ticket. ELA tests are broken into four sessions. Math, science, and social studies tests are broken into two sessions.

<b>Test Period</b>	Time designated by the school or district that the student will work on a Forward Exam session. This may be a class period, a particular length of time etc.
<b>Test Sitting</b>	Time designated by the school or district that the student will work on a Forward Exam session. This may be a class period, a particular length of time etc.
<b>Universal Tools</b>	Available to all students based on student preference and selection.
<b>WISEid</b>	Districts use WISEids instead of names to submit data about student educational progress.